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ABSTRACT

Separate formal evaluations were conducted of the following alternative schools in the Seattle Public Schools system: Nova, Orca, Summit K-12, Alternative School 1 (AS1), Alternative Elementary School II (AES II), and Alternative Elementary School III (AES III). These six documents, combined here as one item, describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Parents judged the AS1 school program excellent in the areas described as most important, although the lack of objective student progress data precludes analyses to demonstrate acceptable academic achievement in comparison to other district students. The majority of Orca students and AES II and AES III program students show average to above average academic achievement. Because the district does not routinely test all high school students, few conclusions can be drawn about the academic achievement progress of Nova students. However, for students tested, median reading, language arts, and math scores on the California Achievement Test (CAT) were in the average to high average range when compared to the national normative sample. (PN)

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CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
ALTERNATIVE SCHOOL #1

REPORT NO. 82-10A
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of Planning, Research & Evaluation

SEATTLE PUBLIC SCHOOLS

IM 830 408

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CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
ALTERNATIVE SCHOOL #1

REPORT NO. 82-10A
MAY 1982

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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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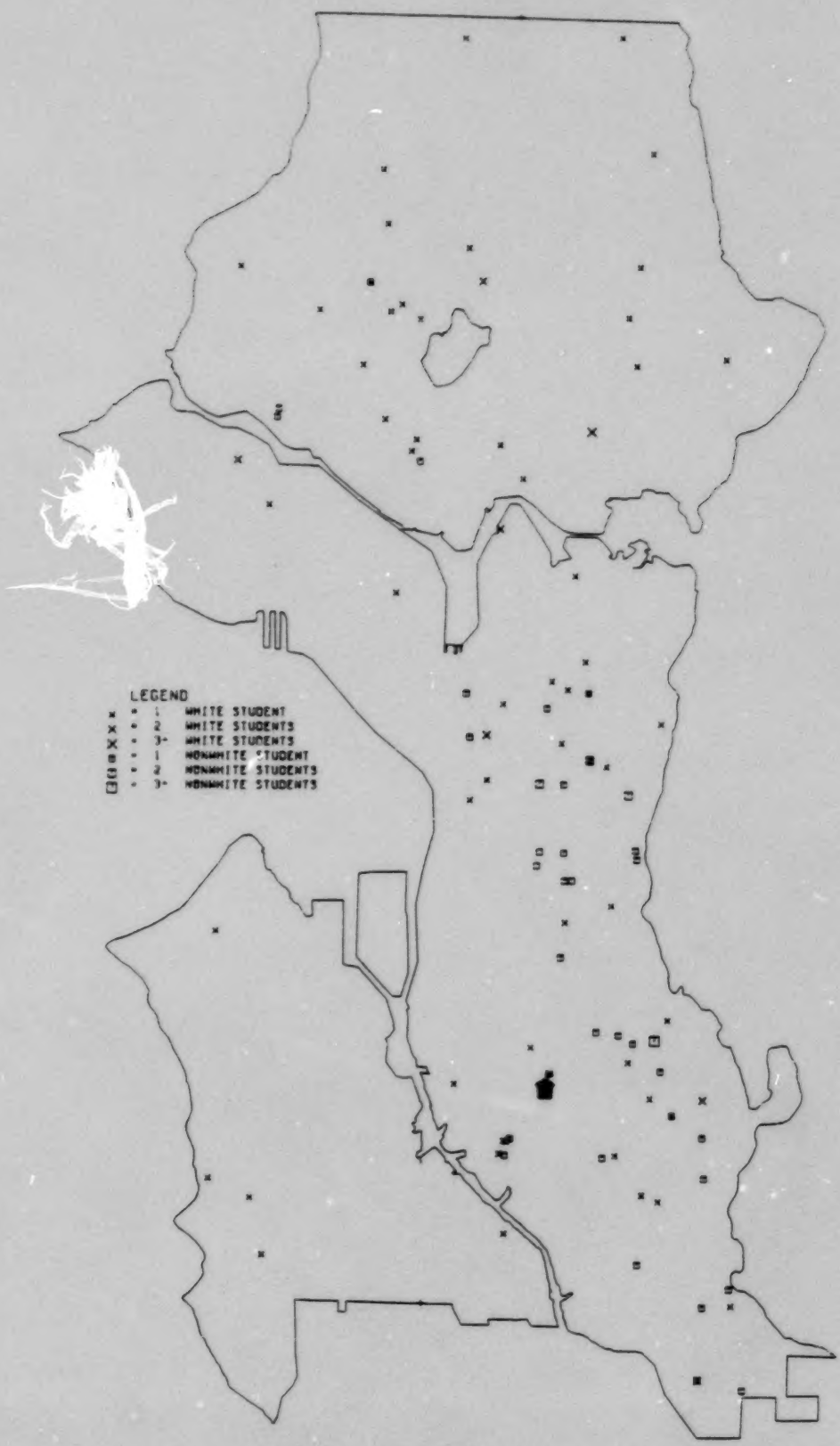
FIGURE A



STUDENTS IN ALTERNATIVE SCHOOL 1 2/22/82

ALTERNATIVE SCHOOL #1 (AS #1)

PROGRAM HISTORY AND PHILOSOPHY

Alternative School #1, currently located at the Old Maple School, has been in operation for 12 years. The rationale which led to the development of the program asserts that teachers and children should be allowed to explore many learning approaches, all children should be given a feeling of self worth, and school programs should permit self direction, internal discipline, and creative expression.

Currently, the program is guided by the following tenets, as stated in documentation provided by the program manager.

1. Each human being has the right to determine the course of his own life and this power is learned only in a free environment.

2. Each person is responsible for the social group of which he is a member.

3. Learning occurs through the exercise of these rights and responsibilities in a social group which provides, encourages, and stimulates the pursuit of each individual's personal interests.

Facilities

In the facilities plan approved by the School Board in 1981, AS #1 was originally scheduled to move from Old Maple in September 1981. Strong parent and staff concerns about desired facilities characteristics have delayed the move from Old Maple. In the meantime, program staff and district managers agree that the Old Maple facility is unsafe and inadequate. No lunchroom or gymnasium is available. The second floor of the structure is boarded up. The relatively central geographic location of Old Maple and the availability of some covered outdoor play areas are the only positive features noted by program staff.

STUDENT CHARACTERISTICS AND ENROLLMENT

In the 1981-82 school year, 113 students are enrolled in AS #1. The school is an all city option. Students attend from all areas of Seattle. Figure A shows the residential distribution of white and minority students enrolled in the program. Currently, six busses are required to transport students at the elementary level and nine Metro passes are required to transport students at the middle school level. The approximate cost of Associated Bus transportation to

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.63
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.7** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

and from AS #1 is $6.62 per student per day.[1] This figure is relatively high when compared to an average daily cost for elementary school options of $4.47 per student.

Grades K through 8 are taught. Students in grade 9 presently have the option of remaining enrolled in AS #1 while contracting with other District or community schools for needed classes not offered at AS #1. Students graduating from AS #1 have automatic enrollment privileges at Summit K-12 high school.

According to personnel in the Student Placement Office, AS #1 has a relatively low rate of student turnover. Students who enroll tend to remain until completion of the highest grade. Centralized student records indicated that over the last two school years, AS #1 has retained approximately 80 percent of its students per year who were still eligible for its services.

Characteristics of students enrolled in AS #1 are found in Table 1. In the last two school years (1980-81 and 1981-82), approximately two-thirds of the student population have been males, while prior to that (1979-80), approximately half of the population were males and approximately half were females. Two-thirds of the students are white and one-third are minority. A large proportion of the minority students are black. Over half of AS #1 students enrolled in 1981-82 (56.3 percent) come from single parent families. Also, over half of the students are receiving free or reduced-price lunches, a general indicator of low family income.

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[1]Costs estimated by the district's Transportation Office staff.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
ALTERNATIVE ELEMENTARY #1

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional	TOTAL
Number of Employees*	1	7		1	9
Ethnic:					
Asian/ Pacific Is.					
Black		1			1 (11.1%)
Hispanic					
Native Amer.					
White	1	6		1	8 (88.9%)
Sex:					
Female		4			4 (44.4%)
Male	1	3		1	5 (55.6%)
Average Age	53	33		33	35.6
Level of Education:					
BA		5		1	6 (66.7%)
MA		2			2 (22.2%)
Ph.D	1				1 (11.1%)
Average Length of experience**	1.6	3.5		2.3	3.2
Average Years in Alternative School	1.6	1.9		2	1.9
Average Years in Present School	1.6	1.7		2	1.8

[1] Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

STAFF CHARACTERISTICS AND PROGRAM FUNDING

Table 2 summarizes the background characteristics of staff members at AS #1 and the Washington State teaching experience they had accrued prior to the 1981-82 school year. Compared to the District as a whole, staff members are younger and less experienced. The staff includes proportionately more males than characterize most elementary school staffs. Despite program commitment to maintaining an ethnically diverse staff, 1981-82 staff members are predominantly white.

Table 3 summarizes the distribution of F.T.E. staff positions by general funding category (baseline and categorical) for the 1981-82 school year. The program manager's position is assigned .5 to AS #1 and .5 to Nova. However, the program manager is housed at AS #1 and spends the bulk of his in-building time at that site. The functional division of his time for the two programs, which are equivalent in size, is estimated to be .8 for AS #1 and .2 for Nova.

In addition to its allocation of baseline-funded staff based on districtwide negotiated staff to student ratios, AS #1 was allocated two F.T.E. teaching positions from ESAA Title VI Magnet funds for the present school year. These postions are in jeopardy for the 1982-83 school year. According to the program manager, the loss of the two positions that are categorically funded would reduce the range of course offerings that are presently considered one of the outstanding features of the program. The school would be forced to rely more heavily on parent volunteers to maintain a variety of study choices.

PROGRAM GOALS AND IMPLEMENTATION

Goals of the AS #1 program are listed below as written in documentation provided by the program manager:

1. To provide a non-authoritarian school atmosphere which is conducive to learning and creativity because it is based on mutual trust and sharing between adults and children and respect for the environment.

2. To develop the social, emotional, and physical aspects of each student at his or her own pace, based on the premise that such overall development improves the concurrent intellectual growth.

3. To create and maintain a procedure for involvement and communication between all members of the school community -- staff, students, parents -- in the educational and decision-making process.

4. To seek out and utilize human and environmental resources in the community which will involve the students in many diverse aspects of life beyond the immediate school environment.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.[1]
STAFF POSITIONS BUDGETED TO:

AS #1 (Old Maple)

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Administration	.5*		.5
Classroom Instruction			
Certificated	5.0	2.0**	7.0
Classified	.676		.676
Support Services			
Certificated			
Classified	1.0		1.0
TOTALS	7.176	2.0	9.176

[1] Data compiled from District Budget Office reports and interviews with program staff.

* The remaining .5 of this position is allocated to Nova. The functional split in administrative responsibilities for these two programs is estimated to be .8 for AS #1 and .2 for Nova.

** ESAA Title VI Magnet Funds

5. To provide and maintain an enrollment which reflects the structure and balance of city-wide population mix.

To accomplish these goals, the school is completely non-graded; students select Interest Centers which serve for "home base," planning, information, and activities. Students plan their own schedule from a master schedule which includes all activities, times, and locations. Adult guidance is offered for this scheduling. Students proceed to the various activities of their choice throughout the day.

Ideas, concerns, plans, and conflicts are taken as issues by the AS #1 Forum. This meeting is open to all members of the school community: students, parents, staff. The purpose of the Forum is to find solutions not punishment. In cases of conflict, any member may bring the actions of any other member before the group for discussion and solution. In cases of serious offence, the member may be brought for a re-interview. The re-interview committee, composed of two students, two parents, two staff members, and the program manager, has the responsibility of determining, with input from the Forum, a suitable community response (e.g., a contract for behavior change, suspension).

Policy-making for AS #1 is the responsibility of the Steering Committee. This is a representative group of students, parents, and staff, which meets monthly, at least. In addition, the Steering Committee is the public advocate of the school.

Staff Survey Results

A survey of all classroom staff was conducted in February 1982 to determine which of the many goals and objectives cited in program documents currently receive the greatest emphasis. In addition, staff were asked to rate their emphasis on specific teaching strategies.

Staff were asked to rate their instructional emphasis on each item according to a 5-point scale with the following descriptors: 1 = No Emphasis; 3 = Moderate Emphasis; 5 = Heavy Emphasis. Seven of the eight classroom staff returned surveys.

Table 4 summarizes staff survey items receiving the highest and lowest ratings. Complete survey results are presented in Appendix A. In the opinion of AS #1 staff members, nearly all goals and objectives listed on the survey receive strong to very heavy emphasis in their program. The single item said to receive only moderate emphasis pertains to career education.

Goals said to receive the greatest emphasis at AS #1 include developing the ability in each child to deal positively with other children, developing in each child the necessary discipline for self control, developing a sense of personal responsibility, developing a positive self-concept, developing an appreciation for other cultures, and developing effective problem solving skills.

TABLE 4

HIGHEST AND LOWEST AVERAGE RATING BY STAFF OF GOALS, INSTRUCTIONAL METHODS, AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

ALTERNATIVE SCHOOL #1

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	5.0	To develop in each child the necessary discipline for self control	5.0	Use of multi-age grouping	5.0	Program administration
	5.0	To develop in students an appreciation for people of different races, cultures, and/or religions	5.0	Use of special student projects	5.0	Flexibility of student schedules
	5.0	To develop in each child his/her ability to work, play and live with other children	5.0	Use of cross-age tutoring	5.0	Staff commitment to the school
	5.0	To develop in students effective decision making and problem solving skills	5.0	Use of learning contracts	4.9	Student interest and commitment to school activities
	5.0	To develop a sense of personal responsibility	5.0	Use of team-teaching	4.9	Maintaining a cohesive staff who are working as a team
	5.0	To maintain and/or enhance a positive self-concept	5.0	Use of whole class meetings to address student problems	4.9	Class sizes
			5.0	Use of discussion groups to solve pupil-to-pupil conflicts	4.9	Providing adequate learning resources
			5.0	Use of multiple instructional options	4.9	Community support for the program
Items Rated Lowest by Staff	3.8	To develop skills in the use of community resources to achieve one's goals	1.9	Use of district supplied tests	1.[illegible]	District support for the program
	3.0	To develop in each student an understanding of the world of work and the variety of jobs available	1.9	Use of behavior modification	1.1	Transportation for student activities available from the district
					1.0	Adequacy of the play areas*** in and around the school to meet the needs of the program
					1.0	Adequacy of the school building*** where the program is housed to meet the needs of the program

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

*** AS #1 is slated to move to another site prior to the start of the 1982-83 school year.

According to program staff, the following instructional and management strategies receive the greatest emphasis at AS #1.

1. Use of multiple instructional options
2. Use of special student projects
3. Use of cross age tutoring
4. Use of multi-age grouping
5. Use of learning contracts
6. Use of team teaching
7. Use of whole class meetings to address student problems
8. Use of discussion groups to solve pupil-to-pupil conflicts

Among the survey items that listed classroom management strategies, staff indicated a heavy emphasis on student involvement and relatively little emphasis on parent involvement. However, both student and parent involvement were rated as strongly emphasized in program development.

The major strengths of the AS #1 program as indicated by staff included staff commitment to the school, program administration and flexibility of student schedules. Weaknesses included the inadequacy of the physical facility, inadequacy of play areas, lack of transportation for student activities, and lack of district support for the program.

An open-ended section of the staff survey requested respondents to list the outstanding strengths of their program. Among those indicated by AS #1 staff were (1) a "family atmosphere" involving parents, students, and staff; (2) opportunities for student choice, growth in self-discipline, and decision-making; (3) emphasis on emotional development and a humanitarian approach to student discipline; (4) the availability of special learning activities.

Areas cited by staff as needing improvement, in addition to the Old Maple facility, included (1) late hiring of staff and staff continuity and (2) the level of district understanding and support for the program.

Student Evaluation Procedures

Consistent with the stated program philosophy, staff reported slight emphasis on testing students, either with district-supplied or teacher-made instruments, and similarly slight emphasis on grading on a pass-fail basis. Staff reported that the heaviest emphasis is on encouraging students to evaluate their own work. Parent conferences and the use of ungraded course credits (at the middle school grade levels) also received fairly heavy emphasis. Checklists summarizing fulfillment of the district's grade-level student learning objectives (SLO's) are completed and forwarded to parents in accordance with the district calendar for this activity.

According to information provided by the Program Manager, AS #1 has been developing evaluative instruments "suitable to a free environment" for the past year. This process is reported to have four components:

1. "Relating activities to the learnings involved."

2. "Programming data to enable a search for those activities in which a particular learning occurs."

3. "Programming data to enable an individual student to relate their choices to learning areas."

4. "Developing a sequential checklist of expected basic skill increments to allow students to keep a record of their personal growth."

Components one through three are being implemented by reviewing all learning activities offered at the school and classifying them according to the skills categories within seven student growth areas, or learning classes, that are described in the Toledo Catalog, Volume 1.[2] To date, a prototype of these categorized activities has been developed and is stored in a mini-computer owned by one of the teachers and made available to the school. A system to measure student progress in these areas of learning has not yet been formalized.

PROGRAM OUTCOMES

Outcome measures available within the time frame specified for this study included parents' ratings of program effectiveness and a review of program compliance with respect to State Basic Education Act requirements. Systematic measurement of progress in fulfilling important program goals pertaining to the development of students' self-esteem and decision-making skills was not possible within the time constraints of the present study. A preliminary report of program compliance status vis a vis Basic Education Act requirements is available separately from Paul Hoerlein, Director of Program Development.

California Achievement Test Scores

The California Achievement Test was not administered to Alternative I students at any time from 1979 to the present. Dr. Tom Hamil, the program manager, indicated the reasons for this as follows: (1) the sequence of curriculum tested by the CAT was not necessarily consistent with the sequence of learning at AS #1,

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[2]The Toledo Catalog is a joint publication of Toledo (Ohio) Public Schools and the Evaluation Center at Western Michigan University (1980). It provides a method for classifying desired student learning behaviors, and a compendium of tests and other measures available to measure student attainment of those behaviors.

and (2) AS #1 parents refused to allow their children to be tested.[3]

Parent Survey Results

Forty-one parents or guardians of AS #1 students responded to the Parent/Guardian Survey distributed in February 1982, for a return rate of 39.8 percent. Responses for all survey items are tabulated in Appendix B. Of the 41 respondents, 61 percent indicated that they had learned about Seattle's alternative schools through conversations with other parents of alternative school children, 17.1 learned about them through District publications, and 9.8 learned about them through conferences with District administrators, teachers, or counselors. Respondents marked as many of these information sources as pertained to them.

Almost 93 percent of the respondents stated that AS #1 was their first choice in selecting a Seattle school for their child or children currently enrolled. The large majority of AS #1 parents (82.9 percent) had only one child enrolled, while 12.2 percent had two children enrolled and 2.4 percent had three children enrolled. Slightly under one third had children enrolled in other alternative programs, less than 10 percent had children enrolled in regular classroom programs, 2.4 percent had children enrolled in other types of District option programs, and 2.4 percent had other children enrolled in private schools.

Ten percent of the parents indicated that they had other children who chose not to attend AS #1, 4.9 percent had other children who did not attend because no vacancies were available, and 4.9 stated that other children in their family were enrolled in programs more appropriate to their needs. The majority of parents responded that if alternative schools were not available, they would want their children enrolled in other option programs (29.3 percent) or in private schools (53.7 percent).

Over three-fourths of the AS #1 respondents had been involved with the program for three years or less. Approximately one-half stated that they were personally involved in the school's field trips, school policy, fund raising, parent activity committees, or classroom activities. Another 26.8 percent indicated that they helped with extra curricular activities.

Parents were asked to rate the overall effectiveness of AS #1 in meeting their

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[3]Fall 1981 CAT scores were compiled for former AS #1 students in grades 2 through 8 who are currently attending other Seattle schools. These students left AS #1 prior to graduation from the program. The CAT Total Reading median percentile score for these students was in the high average range (67.5), the Total Language median percentile score was in the average range (52.7), and the Total Math median percentile score was in the average range (46.0). Few or no conclusions can be drawn from these test scores, as data were not available that indicated these students' length of enrollment in AS #1, their length of enrollment in other programs since leaving AS #1, or their initial level of achievement upon entry into AS #1. Further, as these students chose to withdraw from AS #1 prior to completing the highest grade, they may not be typical of students who remain enrolled in AS #1 through grade 8.

children's academic and social/emotional needs. Sixty-three percent of the respondents rated AS #1 as excellent in meeting their children's academic needs, 24.4 percent rated it as good, 7.3 percent rated it as acceptable, and 4.9 percent rated it as fair. Ninety percent rated this alternative school as excellent in meeting their children's social/emotional needs, 7.3 percent rated it as good, and 2.4 rated it as fair. Parents were asked to rate twenty-two characteristics of their child's school on a scale ranging from excellent to very poor. These characteristics related to teaching methods, the curriculum, the physical environment, the social/emotional environment, cultural awareness, assessment of student learning, and involvement of parents. With the exception of the school's physical environment, a large majority of AS #1 parents rated each characteristic as either excellent or good. Sixty-three percent rated the school building, Old Maple School, as poor.

Parents were also asked to rate the same twenty-two school characteristics as to their importance in providing quality education. The parents' ratings indicated that they believed most characteristics to be important or extremely important. Items rated as most important included "opportunities for social/emotional development" and "freedom [for students] to pursue interests and talents."

CONCLUSIONS

Overall inspection of the data suggests the following conclusions:

- Parents who responded to a February 1982 questionnaire distributed as part of this study indicated very strong satisfaction with the effectiveness of the program in meeting both the educational and social/emotional needs of their children. Respondents indicated that "academic performance standards" and "instruction in basic reading, language and math" were of relatively less importance to them in their children's educational program than characteristics such as "opportunities for social-emotional development" and "freedom [for students] to pursue interests and talents." The school program was judged excellent by a majority of respondents in the areas described as most important.

- The lack of objective student progress data precludes analyses of the extent to which AS #1 students can be said to be demonstrating acceptable academic achievement in comparison to other District students. It is recommended that District management resolve the apparent conflict between the priorities of AS #1 parents and the expectations of the District pertaining to the formal monitoring of academic achievement progress.

- At present, the AS #1 program manager's position is budgeted .5 F.T.E. to AS #1 and .5 F.T.E. to Nova. A functional description of time allocated to the administration of the two programs is .8 to AS #1 and .2 to Nova. It is recommended that the administrative relationship between these programs be reviewed for 1982-83 budget allocations.

APPENDIX A

ALTERNATIVE SCHOOL #1

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AS #1 Average Rating	All Schools Average Rating	Item
5.0	4.6	To develop in each child the necessary discipline for self control
5.0	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
5.0	4.7	To develop in each child his/her ability to work, play and live with other children
5.0	4.7	To develop in students effective decision making and problem solving skills
5.0	4.8	To develop a sense of personal responsibility
5.0	4.8	To maintain and/or enhance a positive self-concept
4.9	4.7	To develop in each child a positive attitude toward learning
4.9	4.6	To develop in each child a willingness to try new things and explore a variety of subjects
4.9	4.6	To develop in each child his/her maximum growth in basic academic skills

AS #1 Average Rating	All Schools Average Rating	Item
4.9	4.7	To develop and enhance each child's creativity
4.6	3.6	To develop in students an appreciation for art or music
4.3	3.7	To develop in each child skills to enhance his/her physical development
4.3	3.6	To develop in each student an understanding of good management of world resources
3.8	3.7	To develop skills in the use of community resources to achieve one's goals
3.0	3.3	To develop in each student an understanding of the world of work and the variety of jobs available.

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AS #1 Average Rating	All Schools Average Rating	Item
5.0	4.4	Use of multi-age grouping
5.0	4.4	Use of special student projects
5.0	4.0	Use of cross-age tutoring
5.0	3.9	Use of learning contracts
5.0	3.7	Use of team-teaching
5.0	4.6	Use of whole class meetings to address student problems
5.0	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
5.0	4.5	Use of multiple instructional options
4.9	4.5	Use of shared decision-making
4.9	2.8	Use of student-staff retreats
4.9	4.5	Encouragement of self evaluation of students
4.9	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
4.9	4.6	Primary focus on individual progress of each child
4.9	4.5	Use of positive adult role models
4.9	4.3	Use of individualized approach to student management
4.7	4.2	Use of multidisciplinary lessons
4.7	2.3	Use of staff-only retreats

Instructional and Management Strategies (continued)

AS #1 Average Rating	All Schools Average Rating	Item
4.7	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)
4.7	3.4	Use of partial credit for course-work
4.6	3.7	Use of peer group pressure
4.6	4.4	Use of parent conferences to report student progress
4.6	4.2	Special field trips with a defined focus - science, social studies, etc.
4.6	4.0	Use of student input for the development of curriculum
4.4	4.2	Use of community resources
4.4	4.2	Minimal use of authoritarian tactics
4.4	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum
3.7	4.0	Use of classroom volunteers
3.3	3.9	Use of anecdotal records for reporting student progress
3.3	3.6	Emphasis on districtwide curriculum
2.7	3.3	Use of parents to manage student behavior
2.4	3.3	Use of pass-fail grading
2.3	3.6	Use of teacher-made tests
1.9	3.1	Use of district supplied tests
1.9	3.1	Use of behavior modification

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

AS #1 Average Rating	All Schools Average Rating	Item
5.0	4.3	Program administration
5.0	3.9	Flexibility of student schedules
5.0	4.6	Staff commitment to the school
4.9	4.2	Student interest and commitment to school activities
4.9	4.3	Maintaining a cohesive staff who are working as a team
4.9	3.7	Class sizes
4.9	4.3	Providing adequate learning resources
4.9	4.2	Community support for the program
4.7	4.5	Parent-staff relations
4.7	4.2	Communication among staff
4.7	4.3	Maintaining cultural diversity among students
4.7	4.1	Meeting State Basic Education requirements
4.7	4.0	Meeting district curriculum requirements
4.4	3.9	Communications with the community
4.4	3.2	School control over staff selection
4.1	3.6	Communications with the school district

Strengths and Weaknesses (continued)

AS #1 Average Rating	All Schools Average Rating	Item
3.7	3.7	Maintaining cultural diversity of staff
3.3	4.1	Transportation to and from school available from the district
3.0	3.1	Communication with other schools in the district
1.3	2.4	District support for the program
1.1	2.5	Transportation for student activities available from the district
1.0	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
1.0	2.3	Adequacy of the school building where the program is housed to meet the needs of the program

APPENDIX B

PARENT SURVEY RESULTS*

1. How did you learn about this school? (multiple responses permitted)

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. When selecting a program for your child in the Seattle Public Schools, was this program:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. If your child's current school was <u>not</u> your first choice, what school or program was?

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

4. Please indicate the number of school aged children you have enrolled in each of the following:

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	78.1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.0	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

5. If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. How many years have you as a parent been involved with this alternative school?

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	16.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	34.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibilty within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	9.5	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	29.0
(b) Important	61.0	57.9	57.4	52.0	56.2	48.4
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	36.0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
ALTERNATIVE ELEMENTARY SCHOOL II

REPORT NO. 82-10B
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of Planning, Research & Evaluation

SEATTLE PUBLIC SCHOOLS

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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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FIGURE A

STUDENTS IN ALTERNATIVE ELEMENTARY II 2/22/82

ALTERNATIVE ELEMENTARY SCHOOL II (AES II)

PROGRAM HISTORY AND IMPLEMENTATION

Alternative Elementary School II at University Heights has been in operation for eight years. Initially, it was formed in response to a need for a child centered learning environment which involved parents and children in the learning process.

The philosophical assumptions which served as the basis for the development of the school's goals, objectives, and program are described in the program's original proposal as follows:

1. The elementary school is a place where children learn to be participants in society--rather than merely preparing for society--through the acquisition of significant skills.

2. Children must be respected as individuals.

3. Children want the authority--and have the capability--to take responsibility for decisions affecting them. Acceptance of this responsibility will be a natural process commensurate with their increasing level of skills.

4. The acquisition of skills is a continuous process throughout life, requiring the development of skills of learning how to learn.

STUDENT BACKGROUND CHARACTERISTICS AND PROGRAM ENROLLMENT

AES II is currently serving 201 students in grades kindergarten through six. It is the largest alternative elementary school in the district. Its students constitute 58 percent of the total enrollment at University Heights. The program has negligible student turnover (less than 5% of students eligible for continuation in the program) and a sizable waiting list of students requesting entry into the program.

Figure A shows the residential distribution of AES II students. The program is presently a Zone II option program, also open to out-of-zone minority students on a space-available basis. Most students reside in the north end of the Seattle School District. Average daily transportation costs are 76¢ less than the district elementary average cost of $4.47 per student per day for elementary option programs districtwide.

Table 1 summarizes the background characteristics of 1981-82 enrollees. Students served by the program are: 62.4% white and 52% male; 54% live with

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.63
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.9** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

both parents. These figures are not substantially different from the district as a whole. The proportion of students receiving free or reduced-price lunch (26%) is below the District average. Asian students are the predominant minority group represented in the program.

STAFF CHARACTERISTICS AND PROGRAM BUDGET

Staff Characteristics

Table 2 shows the number of staff in the AES II program by ethnicity, sex, education level, and years of Washington State teaching experience.

Of the 10 positions, 90% are white, 50% are female, and the average number of years of alternative school experience is 3.3, with most of that experience specifically within the AES II program.

Table 3 shows the staff positions budgeted to the AES II program. The 10 positions account for 9 full time equivalent (F.T.E.) positions. All are certificated and all but .5 F.T.E. are supported with district baseline funds. Title VI desegregation funds presently used for the .5 F.T.E. curriculum coordinator's position will likely be eliminated during the next school year. Instructional staff and parents of the program indicate a strong desire to replace the .5 F.T.E. categorical position with a full F.T.E. baseline-funded position.

PROGRAM GOALS AND IMPLEMENTATION

Documentation provided by the curriculum coordinator lists the following goals and implementation strategies for AES II, as written in the proposal for the program.

1. To create a learning environment which will produce boys and girls who are capable of doing new things--boys and girls who are creative, inventive discoverers.

2. To create a learning environment which will stimulate a community of children, staff and parents who will learn together in a spirit of cooperation.

3. To create a learning environment which stimulates boys' and girls' minds to master basic academic skills.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
ALTERNATIVE ELEMENTARY SCHOOL II (UNIVERSITY HEIGHTS)

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional	TOTAL
Number of Employees*		10**			10
Ethnic:					
Asian/ Pacific Is.					
Black					
Hispanic		1			1 (10.0%)
Native Amer.					
White		9			9 (90.0%)
Sex:					
Female		5			5 (50.0%)
Male		5			5 (50.0%)
Average Age		40.3			40.3
Level of Education:					
BA		9			9 (90.0%)
MA		1			1 (10.0%)
Ph.D					
Average Length of Experience***		8			8
Average Years in Alternative School		3.3			3.3
Average Years in Present School		3.1			3.1

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1 Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** A .5 FTE teacher is actually used to provide program coordination. This position description includes data for the building's physical education teacher, whose salary is partially charged against the AES II budget.

*** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.1
STAFF POSITIONS BUDGETED TO:

AES II (University Heights)

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Coordination		.5*	.5
Classroom Instruction			
Certificated	8.5**		8.5
Classified			
Support Services			
Certificated			
Classified			
TOTALS	8.5	.5	9.0

1 Data compiled from District Budget Office reports and interviews with program staff.

* ESAA Title VI Basic Funds

** The .5 classroom teaching position assigned to the Head Teacher is presently allocated to program coordination, for a functional split of 1.0 program coordination and 8.0 certificated classroom instruction. Of the 8.0 remaining certificated positions listed, .5 F.T.E. represents the building's physical education teacher. AES II students also are served by the building's librarian and music teacher; however, these positions are not presently charged against the AES II budget.

4. To provide boys and girls the opportunity to develop skills of personal growth and social awareness.

5. To create a learning environment such that boys and girls learn to learn, early in life, so that they can choose their own directions and accept the consequences of their decisions.

6. To create a learning environment such that boys and girls will learn that the attainment of skills and personal development is an individual matter rather than a competitive process.

7. To create a learning environment which promotes appreciation of other cultures, races, and philosophical beliefs.

To achieve these goals a semi-structured curriculum with emphasis on learning experiences has been developed. These experiences focus on intellectual, social, and personal growth. Further, experiences include but are not limited to: art, music, drama, creative writing, physical development, self-expression, self-understanding, learning to learn, environmental awareness, ethnicity, change strategies, and other topics of interest. . .

Teachers use a style that emphasizes discovery and inquiry methods where the staff works with groups and individual students, depending on the subjects and concepts and the individual needs and capabilities of students. The focus is on the individual's interests and curiosities, with the teacher and other participants facilitating and stimulating, rather than directing learning.

The classroom provides an atmosphere in which students are working individually or in groups. Learning resource areas serve as the organizational structure of the school rather than individual classrooms by grade or age group. Further, provisions will be made for students to have private, individual work and play areas. Thus, students are free to move from one area to another in the building, mixing with other children of differing age or developmental level. These groupings extend beyond the school building itself to the playground, or in the community, depending on what is being learned. At times, groups may be composed of children K-6, while at other times children of the relatively same age may choose to be together and engage in an activity.

A typical student in this school (except kindergarten) would be assigned to a multi-graded classroom that combines two traditional grade levels and would begin the day with a morning meeting to discuss potential or existing problems. Generally, students receive basic skills instruction from their assigned teacher for a major portion of the day. Some students receive tutoring outside of the classroom. Students work on special projects, for the remainder of the day - about 1 to 1.5 hours. At all levels, students have some input into their instructional program; however, older students tend to have more input.

Program implementation includes a broad variety of opportunities for parent participation in curriculum offerings, classroom instruction, and program admi-

nistration. A portion of each school day is set aside for student activities, many of them offered by parents or completed with the assistance of parents.

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies.

Table 4 summarizes items that received the highest and lowest average ratings by AES II staff.

Goals that received the greatest emphasis include developing effective decision-making skills, developing a sense of responsibility and the necessary discipline fo self-control, maintaining a positive self concept in students, developing creativity, developing the ability to deal with other children, developing a positive attitude toward learning and developing a willingness to try new things.

Instructional and management strategies that received the greatest emphasis include use of whole class meetings and use of parent conferences. The use of flexible student groupings and special student projects received strong emphasis as well.

According to program staff, the strongest program characteristics include positive parent staff relations and staff commitment. The weakest program characteristics were transportation for student activities and maintaining staff diversity.

An open-ended section of the survey asked staff to list the outstanding strengths and problems of their program. Strengths cited by AES II staff included (1) a sense of community among parents, staff, and students; (2) staff cohesiveness and commitment; (3) students' self-esteem and positive attitudes about school; and (4) program emphases on creativity, problem-solving, and the presentation of subject matter in diverse ways. Needed improvements were said to include a full-time curriculum coordinator and an extended day kindergarten program.

PROGRAM OUTCOMES

Three categories of program outcomes were available within the time frame allocated for this study: (1) student progress as measured by achievement test scores; (2) parents' ratings of the effectiveness of the program; and (3) a review of the program's compliance status with respect to State Basic Education Act Requirements. Systematic measurement of important program goals pertaining

TABLE 4

HIGHEST AND LOWEST AVERAGE RATINGS BY STAFF OF GOALS, INSTRUCTIONAL METHODS, AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

ALTERNATIVE ELEMENTARY SCHOOL II (University Heights)

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	5.0	To develop in each child a positive attitude toward learning	5.0	Use of parent conferences to report student progress	5.0	Parent-staff relations
	5.0	To develop in each child a willingness to try new things and explore a variety of subjects	5.0	Use of whole class meetings to address student problems	5.0	Maintaining a cohesive staff who are working as a team
	5.0	To develop in each child the necessary discipline for self control	4.8	Use of special student projects	5.0	Staff commitment to the school
	5.0	To develop in each child his/her ability to work, play and live with other children	4.8	Encouragement of self evaluation of students	4.8	Student interest and commitment to school activities
	5.0	To develop in students effective decision making and problem solving skills	4.8	Use of anecdotal records for reporting student progress	4.8	Communication among staff
	5.0	To develop a sense of personal responsibility	4.8	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught	4.8	Providing adequate learning resources
	5.0	To develop and enhance each child's creativity	4.8	Use of positive adult role models	4.8	Adequacy of the school building where the program is housed to meet the needs of the program
	5.0	To maintain and/or enhance a positive self-concept				
Items Rated Lowest by Staff	3.7	To develop skills in the use of community resources to achieve one's goals	1.8	Use of staff-only retreats	3.0	Maintaining cultural diversity of staff
	3.7	To develop in each student an understanding of good management of world resources	1.8	Use of staff-parent retreats for the development of program relationships and/or curriculum	3.0	Communication with other schools in the district
			1.5	Use of partial credit for course-work	1.3	Transportation for student activities available from the district

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

to students' self-esteem, learning styles, and decision-making skills was beyond the scope of this study. Preliminary results of a review of AES II's compliance status regarding Basic Education Act requirements is available separately from Paul Hoerlein, Director of Program Development.

California Achievement Test (CAT)

Fall to spring CAT Total Reading, Total Language, and Total Math median percentile scores for Alternative II students enrolled in 1979-80 and/or 1980-81 in grades 2 through 6 are found in Table 5. For each year studied, only students with both fall and spring test scores were included in the data. With the exception of grade 4 math in the fall of 1979, the median level of reading, language, and math achievement as measured by the CAT was in the average to high-average range for the two year period studied when compared to national norms. In the fall of 1979, the median grade 4 score was below average when compared to the national normative sample, but was within the average range in the spring of 1980. The gain for grade 4 math in 1979-80 should be interpreted with caution, as the unusually low pretest score appears to be the result of test error rather than a reflection of students' actual achievement level.

The Wilcoxon Matched-Pairs Signed-Ranks Test was applied to yearly fall to spring scores to determine whether significant changes in achievement had occurred over each school year. Results of these analyses are found in Table 6. In 1979-80, students' achievement levels in grades 2 and 3 were relatively stable in all areas tested. Reading and math achievement scores for grades 5 and 6 remained stable. Grade 4 students improved their spring reading, language arts, and math scores significantly, and grade 5 and grade 6 students improved their language arts scores significantly. In 1980-81, students' achievement levels remained average to high average and consistent from fall to spring with the exception of three instances. Significant gains in achievement in math for grade 5 and language arts for grade 6 were noted. In contrast, students in grade 2 dropped significantly in math. However, because of the unusually high initial level of achievement on this subtest, this drop in scores may be at least partially attributable to regression rather than a true fall to spring drop in achievement.

To estimate a longer range trend in academic achievement, CAT Total Reading, Total Language, and Total Math Scores of Alternative II students from fall 1979 were compared with the same students' scores in fall 1981. Scores from 1979 were available for students currently enrolled in grades 4, 5, and 6. Tables 7 and 8 presents results of these analysis grade by grade and Tables 9 and 10 present results for all grades combined. These data suggest that over the two year period AES II students showed signficant growth in reading and language arts across all grades and in math for students currently enrolled in grade 6. Further, inspection of the data in Table 9 indicated that the fall 1981 median achievement of these AES II students was above that of both the Seattle School District and the national normative sample.

TABLE 5

AES II FALL TO SPRING (REPEATED) CAT MEDIAN PERCENTILE SCORES:
1979-80 AND 1980-81

MEDIAN PERCENTILE SCORES

	1979-80						1980-81					
	Total Reading		Total Language		Total Math		Total Reading		Total Language		Total Math	
Grade	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)
2	71.7	64.5 (19)	66.0	70.0 (21)	84.2	86.5 (21)	67.7	54.5 (28)	51.0	53.0 (30)	82.0	72.7 (31)
3	53.0	50.0 (23)	49.5	68.2 (25)	69.5	66.0 (26)	79.2	88.6 (27)	69.7	80.0 (27)	86.2	86.7 (27)
4	47.0	62.7 (21)	49.0	57.0 (22)	21.5*	42.5 (18)	80.5	82.5 (28)	65.5	78.5 (26)	64.0	64.9 (27)
5	76.5	80.3 (34)	66.5	74.5 (32)	62.0	62.5 (32)	72.5	72.5 (20)	64.0	70.5 (20)	53.0	63.0 (19)
6	82.2	78.5 (20)	75.0	77.0 (20)	74.5	77.5 (20)	80.5	78.5 (36)	78.0	86.8 (36)	76.0	73.5 (36)
National Median	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

* This unusually low median test score may have resulted from test error.

TABLE 6

ALTERNATIVE II STUDENTS' FALL TO SPRING CHANGES IN CAT ACHIEVEMENT LEVELS ESTIMATED BY THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST: 1979-80 AND 1980-81

	FALL TO SPRING CHANGES†											
	1979-80						1980-81					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)	Total Reading	(N)	Total Language	(N)	Total Math	(N)
2	*	19	*	21	*	21	*	28	*	30	-	31
3	*	23	*	25	*	26	*	27	*	27	*	27
4	+	21	+	22	+	18	*	28	*	26	*	27
5	*	34	+	32	*	32	*	20	*	20	+	19
6	*	20	+	20	*	20	*	36	+	36	*	36

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

TABLE 7

AES II CAT MEDIAN PERCENTILE SCORES
OF STUDENTS ENROLLED FROM FALL 1979 TO FALL 1981 BY GRADE

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
Grades 2-4	53.0	85.3 (15)	42.3	68.0 (16)	82.5	80.5 (16)
Grades 3-5	55.0	80.7 (17)	50.0	80.0 (20)	69.5	53.5 (20)
Grades 4-6	63.5	84.2 (17)	50.5	74.5 (18)	28.5	64.0 (14)

TABLE 8

CHANGES IN ALTERNATIVE ELEMENTARY II STUDENTS' CAT ACHIEVEMENT LEVELS FROM FALL 1979 TO FALL 1981, ESTIMATED BY THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
2 - 4	+	(15)	+	(16)	*	(16)
3 - 5	+	(17)	+	(20)	*	(20)
4 - 6	+	(17)	+	(18)	+	(14)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

TABLE 9

CAT MEDIAN PERCENTILE SCORES OF STUDENTS† ENROLLED IN ALTERNATIVE SCHOOLS FROM FALL 1979 TO FALL 1981: ALL GRADES COMBINED

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
AS #1	*		*		*	
AES II	55.0	83.7 (49)	49.9	74.5 (54)	67.5	63.5 (50)
AES III	**		**		**	
Summit K-12	72.5	81.7 (64)	54.2	71.0 (69)	70.5	73.5 (62)
Orca	63.5	69.5 (26)	69.7	65.0 (27)	70.0	50.0 (27)
Nova		*		*		*
DISTRICT	61.6	65.6 (10,515)	57.0	63.5 (10,539)	62.1	61.9 (10,515)
NATIONAL	50.0	50.0	50.0	50.0	50.0	50.0

* No data were available.

** Too few students.

† Only students with both fall 1979 and fall 1981 scores were included in this table.

TABLE 10

CHANGES IN ALTERNATIVE SCHOOL STUDENTS' CAT ACHIEVEMENT LEVELS
FROM FALL 1979 TO FALL 1981, ESTIMATED BY
THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST:
ALL GRADES COMBINED

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
AS #1	(Not Data)		(No Data)		(No Data)	
AES II	+	(49)	+	(54)	*	(50)
AES III	(Sample too small)		(Sample too small)		(Sample too small)	
Summit K-12	+	(64)	+	(69)	*	(62)
Day/Orca	*	(26)	*	(27)	*	(27)
Nova	(Sample too small)		(Sample too small)		(Sample too small)	

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

Parent Survey Results

One-hundred twenty-one parents or guardians of Alternative II students responded to the Parent/Guardian Survey, for a return rate of 79.6 percent of separate families represented in the program.

The first part of the questionnaire dealt with enrollment-related questions. The majority of parents learned about AES II through conversations with other parents of students enrolled in alternative schools. Ninety-two percent stated that AES II was their first choice when selecting a program for their child. Of the respondents, 81.8 percent had only one child enrolled in AES II, 14 percent had two children enrolled, and 2.5 percent had three children enrolled. Approximately 2.5 percent had children in other District alternative schools, 14.1 percent had children in regular classroom programs, 14.8 percent had children in educational option programs, 3.3 percent had children in special needs programs, and 3.4 percent had children in private schools. The majority of parents stated that if alternative schools were not available, they would want their children in other option programs (48.8 percent) or private schools (35.5 percent).

The number of years of involvement as a parent with AES II for the respondents ranged from one to eight years. Seventy-two percent of the parents indicated that they helped with field trips. Similarly, 72 percent had assisted in class. Approximately one-half helped with extracurricular activities or fund raising. Slightly over one-third assisted with fund raising. Twenty-seven percent helped with school policy. All together, the respondents indicated a greater degree of direct participation in the school program than did the parents representing any other alternative school in the present study.

Parents were asked to rate the overall effectiveness of Alternative II in meeting their children's academic and social/emotional needs. A majority (56 percent) rated the program excellent and another 34 percent rated it good in meeting students' academic needs. With respect to the program's effectiveness in meeting social/emotional needs, 70 percent rated it excellent and 25.6 percent rated it as good.

Parents were asked to rate 22 characteristics related to teaching methods, the curriculum, the physical environment, the social/emotional climate, cultural awareness, assessment of student learning, and parental involvement. A large majority of respondents rated all 22 characteristics as being good or excellent. Program characteristics that were rated most highly included "opportunities for community experience and enrichment;" "multi-ethnic/multi-cultural awareness;" "how [your] student feels about school;" "staff quality;" and "encouragement of parent involvement." In addition, parents were asked to rate the importance of each of the 22 characteristics in providing a quality education. The majority of the responding parents rated each as being either extremely important or important for their children's education.

CONCLUSIONS

Overall inspection of the data suggests the following conclusions:

- Students in the AES II Program show average to above average academic achievement in comparison to the national normative sample.

- The AES II program reflects a great amount of direct parent participation in daily classroom offerings and in field trips and extracurricular activities.

- Distinctive features of the AES II program include strong emphases on enrichment activities and use of community resources. These activities presently include a high degree of parent involvement in planning and implementation. In the opinions of program staff, the allocation of funds for a curriculum coordinator's position is necessary if the present emphases of the program are to be maintained.

- AES II students constitute over half of the total enrollment at University Heights. In the event that funds are not available for program coordination, the size of the program and its emphasis on parent participation should be expected to substantially increase the building principal's workload.

APPENDIX A

ALTERNATIVE ELEMENTARY SCHOOL II (UNIVERSITY HEIGHTS)

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AES II Average Rating	All Schools Average Rating	Item
5.0	4.7	To develop in each child a positive attitude toward learning
5.0	4.6	To develop in each child a willingness to try new things and explore a variety of subjects
5.0	4.6	To develop in each child the necessary discipline for self control
5.0	4.7	To develop in each child his/her ability to work, play and live with other children
5.0	4.7	To develop in students effective decision making and problem solving skills
5.0	4.8	To develop a sense of personal responsibility
5.0	4.7	To develop and enhance each child's creativity
5.0	4.8	To maintain and/or enhance a positive self-concept

Goals and Objectives (Continued)

AES II Average Rating	All Schools Average Rating	Item
4.7	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
4.4	4.6	To develop in each child his/her maximum growth in basic academic skills
3.8	3.6	To develop in students an appreciation for art or music
3.8	3.7	To develop in each child skills to enhance his/her physical development
3.8	3.3	To develop in each student an understanding of the world of work and the variety of jobs available
3.7	3.7	To develop skills in the use of community resources to achieve one's goals
3.7	3.6	To develop in each student an understanding of good management of world resources

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AES II Average Rating	All Schools Average Rating	Item
5.0	4.4	Use of parent conferences to report student progress
5.0	4.6	Use of whole class meetings to address student problems
4.8	4.4	Use of special student projects
4.8	4.5	Encouragement of self evaluation of students
4.8	3.9	Use of anecdotal records for reporting student progress
4.8	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
4.8	4.5	Use of positive adult role models
4.7	4.5	Use of multiple instructional options
4.5	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
4.3	4.5	Use of shared decision-making
4.3	4.0	Use of classroom volunteers
4.3	4.6	Primary focus on individual progress of each child
4.2	4.2	Use of multidisciplinary lessons
4.2	4.2	Minimal use of authoritarian tactics
4.2	4.3	Use of individualized approach to student management
4.0	4.2	Use of community resources

Instructional and Management Strategies (continued)

AES II Average Rating	All Schools Average Rating	Item
4.0	4.2	Special field trips with a defined focus - science, social studies, etc.
4.0	4.0	Use of student input for the development of curriculum
4.0	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)
3.7	4.4	Use of multi-age grouping
3.7	4.0	Use of cross-age tutoring
3.7	3.3	Use of parents to manage student behavior
3.5	3.6	Use of teacher-made tests
3.5	3.6	Emphasis on districtwide curriculum
3.3	3.7	Use of peer group pressure
3.2	3.1	Use of behavior modification
2.8	3.7	Use of team-teaching
2.8	3.1	Use of district supplied tests
2.0	3.9	Use of learning contracts
2.0	3.3	Use of pass-fail grading
2.0	2.8	Use of student-staff retreats
1.8	2.3	Use of staff-only retreats
1.8	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum
1.5	3.4	Use of partial credit for course-work

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

AES II Average Rating	All Schools Average Rating	Item
5.0	4.5	Parent-staff relations
5.0	4.3	Maintaining a cohesive staff who are working as a team
5.0	4.6	Staff commitment to the school
4.8	4.2	Student interest and commitment to school activities
4.8	4.2	Communication among staff
4.8	4.3	Providing adequate learning resources
4.8	2.3	Adequacy of the school building where the program is housed to meet the needs of the program
4.7	4.3	Program administration
4.7	4.2	Community support for the program
4.5	4.1	Meeting State Basic Education requirements
4.5	4.0	Meeting district curriculum requirements
4.0	3.9	Flexibility of student schedules
4.0	3.9	Communications with the community
4.0	2.4	District support for the program
3.8	4.3	Maintaining cultural diversity among students

Strengths and Weaknesses (continued)

AES II Average Rating	All Schools Average Rating	Item
3.8	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
3.8	3.6	Communications with the school district
3.7	4.1	Transportation to and from school available from the district
3.6	3.2	School control over staff selection
3.3	3.7	Class sizes
3.0	3.7	Maintaining cultural diversity of staff
3.0	3.1	Communication with other schools in the district
1.3	2.5	Transportation for student activities available from the district

APPENDIX B

PARENT SURVEY RESULTS*

1. How did you learn about this school? (multiple responses permitted)

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. When selecting a program for your child in the Seattle Public Schools, was this program:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. If your child's current school was <u>not</u> your first choice, what school or program was?

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

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PARENT SURVEY RESULTS - Continued*

4. Please indicate the number of school aged children you have enrolled in each of the following:

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	78.1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.0	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

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PARENT SURVEY RESULTS - Continued*

5. **If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. **If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. **How many years have you as a parent been involved with this alternative school?**

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

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PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	16.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	34.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibilty within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	9.5	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	29.0
(b) Important	61.0	57.9	57.4	52.0	56.2	48.4
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	36.0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
ALTERNATIVE ELEMENTARY SCHOOL III

REPORT NO. 82-10C
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of
Planning, Research & Evaluation

SEATTLE
PUBLIC
SCHOOLS

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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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ALTERNATIVE ELEMENTARY SCHOOL III (AES III)

PROGRAM HISTORY AND PHILOSOPHY

Alternative Elementary School III (Escuela Latona) has been in existence for seven years. The original program developed to provide service for students who were on the waiting list for University Heights Alternative School II. Consequently, the alternative school philosophy under which both schools evolved was identical. This philosophy was based upon the following assumptions:

1. The elementary school is a place where children are participants in society rather than merely preparing for society - through the acquisition of significant intellectual, social, and personal skils.

2. Children must be respected as individuals.

3. Children want the opportunity - and have the capability - to take responsibility for decisions affecting them. Acceptance of this responsibility will increase with their level of skills.

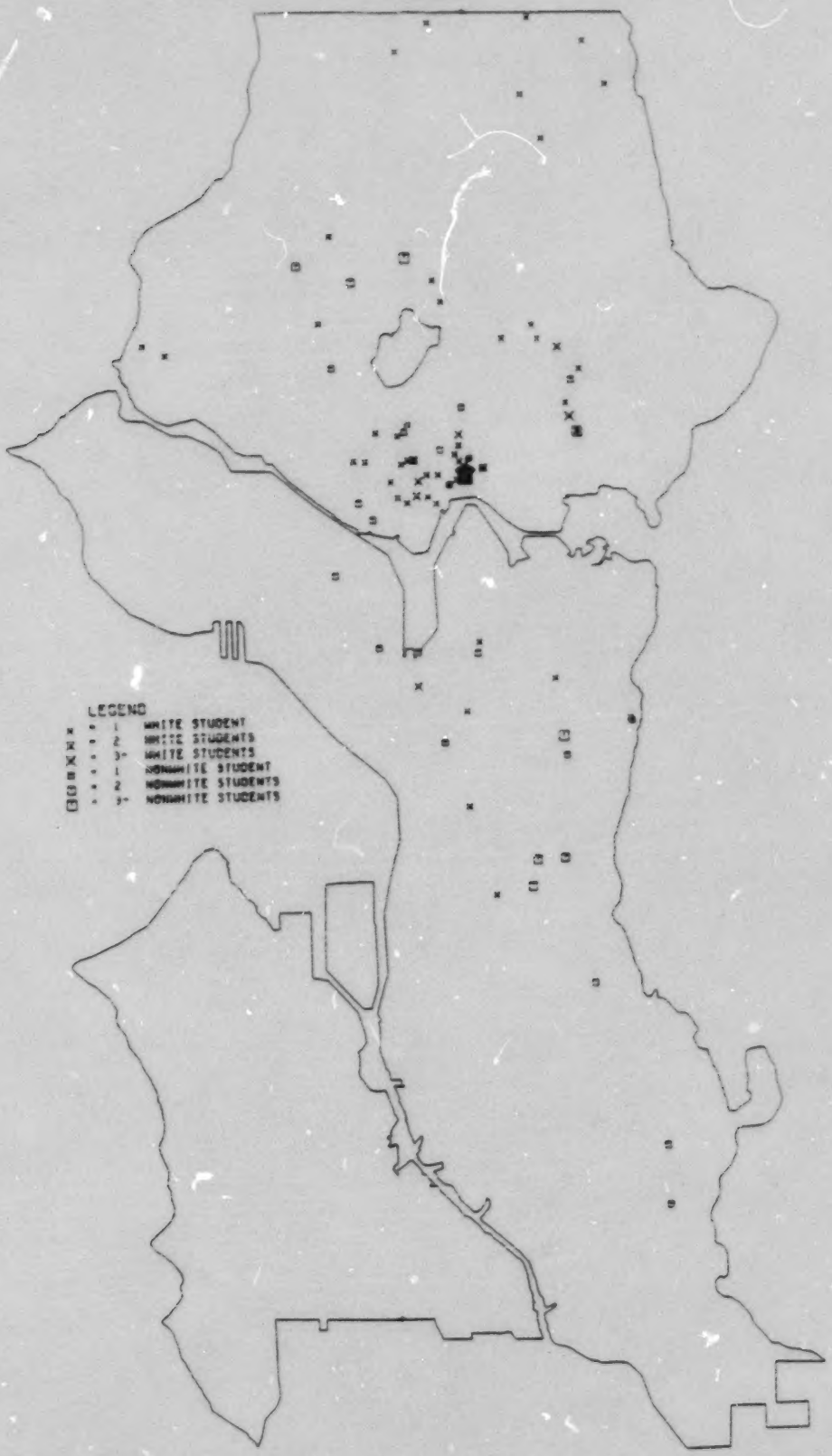
4. The acquisition of skills is a continuous process through life, requiring the development of skills of learning how to learn

In addition, in 1978, under Title IV-C bilingual funding, AES III developed a second component to its program which would provide a learning environment for Spanish speaking children so that these children could maintain their home language and culture while receiving instruction in English. At the same time, the non-Spanish speaking children would learn a second language in a natural setting. Alternative learning styles were combined with Spanish/English enrichment and multi-cultural education in implementing this program.

Facilities

The AES III facility at Latona includes 4 regular classrooms, an activity room, a workroom/tutoring center, and an office for the coordinator. By sharing building facilities the program has access to a library, auditorium/gym, play courts, a kitchen, and a playground. Staff report that it would be useful to have more room to set up learning centers.

FIGURE A



STUDENTS IN ALTERNATIVE ELEMENTARY III 2/22/82

STUDENT CHARACTERISTICS AND PROGRAM ENROLLMENT

Since its implementation seven years ago, Alternative III has been a Zone II option for majority students and an all city option for minority students. Students attend primarily from the north and central areas of Seattle (see Figure A). Currently, 101 students are enrolled in grades K through 5. Students enrolled in AES III comprise approximately 34 percent of the entire student population housed at Latona. In the 1981-82 school year, six busses are required to transport students to AES III and to Latona's Elementary School's bilingual program. The approximate transportation cost for the AES III and Latona bilingual students is $4.99 per student per day, compared to an average daily cost of $4.47 per student for elementary option programs.

According to District enrollment records and personnel in the Student Placement Office, enrollment at Escuela Latona Alternative III shows a relatively small amount of student turnover. Over the last two school years, an average of 14.3 percent of the students eligible for enrollment withdrew from the program per year.

Characteristics of students enrolled at Escuela Latona during the 1981-82 school year are found in Table 1. Approximately 50 percent of the students are male and 50 percent are female. Almost one-fourth of the students are of Hispanic origin. Sixty percent of the students are White, 14 percent are Black, 1 percent are Native American, and 1 percent are Asian. A small proportion of the students (3.5 percent) are classified as eligible for special education. Fifteen percent are bilingual. Almost 45 percent of enrollees are eligible for free or reduced-price lunch. Slightly over half of the AES II students live with both parents, while 45.2 percent live with a single parent.

PROGRAM BUDGET AND STAFFING

Table 2 shows the characteristics of AES III staff and Washington State teaching experience accrued prior to the 1981-82 school year. The substantial staff turnover that has taken place at AES III is reflected in the average amount of staff time spent with the program. Similarly, staff have had relatively little previous alternative school experience in comparison to staff at other schools included in this study.

A breakdown of staff positions by funding source is presented in Table 3. In the 1981-82 school year, AES III staff consists of a half-time curriculum coordinator, three full time certificated teachers, two half-time certificated teachers, (one of whom is also the curriculum coordinator indicated above), and one half-time instructional assistant. The .5 F.T.E. curriculum coordinator's position is presently funded by ESAA Title VI.

When asked if AES III could exist on only baseline funding, the curriculum coordinator expressed concern that the program's emphasis on Spanish/English

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.63
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.9** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
ALTERNATIVE ELEMENTARY SCHOOL III (ESCUELA LATONA)

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional	TOTAL
Number of Employees*		5**		1	6
Ethnic:					
Asian/ Pacific Is.					
Black					
Hispanic		1			1 (16.7%)
Native Amer.					
White		4		1	5 (83.3%)
Sex:					
Female		4		1	5 (83.3%)
Male		1			1 (16.7%)
Average Age		44.6		43	43.8
Level of Education:					
BA		2		1	3 (50.0%)
MA		3			3 (50.0%)
Ph.D					
Average Length of Experience***		10.2		6.2	9.5
Average Years in Alternative School		0.6		1	.67
Average Years in Present School		0		0	0

1 Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** A .5 FTE teacher is actually used to supply administrative support.

*** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.1
STAFF POSITIONS BUDGETED TO:

AES III (Escuela Latona)

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Coordination		.5*	.5
Classroom Instruction			
Certificated	4.0		4.0
Classified	.5		.5
Support Services			
Certificated			
Classified			
TOTALS	4.5	.5	5.0

1 Data compiled from District Budget Office reports and interviews with program staff. A .5 F.T.E. of a certificated "PCP" position is charged against the program budget but not indicated here, since this support would be provided regardless whether or not AES III students were in an alternative program.

* ESAA Title VI Basic Funds

language and culture would suffer, as the program's curriculum coordinator is funded by Title VI. The program's curriculum coordinator is currently the only native or fluent Spanish speaker employed by AES III. This staffing constraint in turn limits the extent to which the program's Spanish language component can be implemented.

PROGRAM GOALS AND IMPLEMENTATION

Administrative staff at each alternative school were surveyed initially to obtain a written statement of their goals and objectives. The primary objectives of AES III were defined as follows:

1. Help each child achieve success in reading and writing skills.
2. Help each child learn and understand mathematical concepts.
3. Maintain non-English language and culture.
4. Introduce Spanish language and culture.
5. Introduce students to the broader community.
6. Develop student appreciation of art and music.
7. Provide a positive atmosphere for learning.

The academic program at AES III emphasizes acquisition of basic reading, language arts, and math skills in a structured learning environment. Native Spanish speaking students receive one intensive Spanish language lesson per week and all students receive 20 minutes of Spanish per day. In addition, enrichment activities are provided through a cooperative effort of staff and parents. Students in grades K and 1 are grouped together, students in grades 4 and 5 are grouped together, and students in grades 2 and 3 are grouped in separate classes. One day a week the entire school gets together for an assembly. One day a week is also set aside for students to choose their activities.

Instructional staff were surveyed to obtain indicators of the emphasis placed on specific goals and objectives as well as instructional and managerial strategies. Average ratings of items ranked highest and lowest by AES III staff are shown in Table 4. Complete ratings for all survey items are displayed in Appendix A. The rating scale upon which these averages were calculated is as follows: 1=No Emphasis, 3=Moderate Emphasis, 5=Heavy Emphasis.

Goals listed in the survey that receive the greatest emphasis at AES III include developing and enhancing each child's creativity; developing maximum growth in basic skills for each child; developing a positive learning attitude; and developing or maintaining a positive self-concept. Other goals and objectives rated

TABLE 4

HIGHEST AND LOWEST AVERAGE RATINGS BY STAFF OF GOALS, INSTRUCTIONAL METHODS, AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

ALTERNATIVE ELEMENTARY SCHOOL III

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	5.0	To develop and enhance each child's creativity	5.0	Use of whole class meetings to address student problems	5.0	Parent-staff relations
	5.0	To develop in each child his/her maximum growth in basic academic skills	4.8	Use of classroom volunteers	4.8	Staff commitment to the school
	4.8	To develop in each child a positive attitude toward learning	4.6	Use of community resources	4.6	Maintaining a cohesive staff who are working as a team
	4.8	To maintain and/or enhance a positive self-concept	4.6	Primary focus on individual progress of each child		
			4.6	Encouragement of self evaluation of students		
			4.6	Use of parent conferences to report student progress		
			4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught		
			4.6	Use of multiple instructional options		
Items Rated Lowest by Staff	3.6	To develop skills in the use of community resources to achieve one's goals	2.0	Use of partial credit for course-work	3.0	Maintaining cultural diversity of staff
	3.2	To develop in each student an understanding of the world of work and the variety of jobs available	1.8	Use of student-staff retreats	2.2	Transportation for student activities available from the district
			1.8	Use of staff-only retreats		

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

as receiving emphasis included helping each child develop a sense of personal responsibility; helping each child in his/her ability to work, play, and live with others; developing in students an appreciation for people of different races, cultures, and/or religions; helping students develop effective decision making and problem solving skills; helping students to develop self-discipline, a willingness to explore new subjects, an understanding of good management of world resources, and an appreciation of art and music; encouraging students to enhance physical development; developing skills in using community resources to achieve goals; and developing in each student an understanding of the world of work.

Instructional and management strategies that receive the greatest emphasis include use of whole class meetings to address student problems and use of classroom volunteers. Strong emphasis is also given to flexible groupings for instruction, multiple instructional options, and the use of community resources. Staff report that instruction focuses on the individual progress of each child, and that student self-evaluation and parent conferences are used to report on student progress.

According to staff the major program strengths include parent-staff relations, staff commitment to the school, and maintaining a cohesive staff that works as a team. Weaker portions of the program involve the availability of district transportation for student activities and maintaining the cultural diversity of staff.

An open-ended section of the survey asked staff to list the specific strengths of their program and also the areas most in need of improvement. AES III listed strengths as follows: (1) the multi-ethnic and Spanish language emphases of the program; (2) staff commitment and cooperation; (3) curriculum emphases on motor skills development, fine arts, and the encouragement of creativity; and (4) parent involvement and support.

Areas said to need improvement included (1) the need for more staff continuity; (2) the need for more instructors who are fluent in Spanish; (3) the need for a full-time curriculum coordinator; and (4) the need to channel parent participation in ways that are consistent with staff philosophy.

PROGRAM OUTCOMES

Three outcome measures were available for study in the time frame provided. These included (1) the California Achievement Test, which is a measure of basic reading, language arts, and math skills achievement, (2) results of a parent survey, and (3) assessment of school compliance with State Basic Education Act requirements. Direct measures of many objectives such as development of creativity, decision-making skills, critical thinking, and students' social/emotional development could not be investigated in the time frame required. Preliminary results of a review of AES III's compliance status with respect to State Basic

TABLE 5

AES III FALL TO SPRING (REPEATED) CAT MEDIAN PERCENTILE SCORES:
1979-80 AND 1980-81

MEDIAN PERCENTILE SCORES

	1979-80						1980-81					
	Total Reading		Total Language		Total Math		Total Reading		Total Language		Total Math	
Grade	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
2	84.0	74.5 (15)	93.8	93.1 (18)	85.2	84.5 (17)	47.0	50.5 (18) (+)	30.0	63.5 (18) (+)	76.0	76.0 (17)
3	65.0	65.0 (15)	58.5	59.0 (16)	85.5	74.5 (14) (-)	69.0	81.0 (11)	78.2	82.0 (11)	97.0	76.0 (11)
4	78.7	73.5 (17) (-)	72.0	66.0 (17)	75.5	53.0 (17) (-)	87.9	88.0 (13)	73.0	70.0 (18)	68.2	76.0 (13)
5	69.5	53.0 (12)	48.7	58.2 (9)	56.0	40.5 (12) (-)	74.0	68.0 (19)	73.0	62.0 (18) (-)	62.5	48.5 (18) (-)
National Median	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

(+) = A significant ($p < .05$) increase in scores.
(-) = A significant ($p < .05$) decrease in scores.
Note: Indices of statistical gains were obtained from the Wilcoxon Matched-Pairs Signed-Ranks Test.

Education Act requirements is available separately from Paul Hoerlein, Director of Program Development.

California Achievement Test Scores

Table 5 presents the fall to spring CAT Total Reading, Total Language, and Total Math median percentile scores for students enrolled in Alternative III in the 1979-80 and/or the 1980-81 school years. Students were included in the analyses only if both fall and spring scores for a single year were available. Data in these tables indicated that (1) the median level of achievement of AES III students was either in the average or above average range for the two years studied, and (2) the median level of achievement of these students over the two years studied was generally higher than the median score of the national normative sample across the three CAT subtests.

Fall to spring stability and change in achievement levels on the CAT reading, language arts, and math subtests were estimated by the Wilcoxon Matched-Pairs Signed-Ranks Test. Results are found in Tables 5 and 6. In 1979-80, students achievement levels in reading and language arts were in the average to high average ranges and did not change significantly from fall to spring, with a few exceptions. These data suggest that those students generally gained academic skills at the expected rate over that time period. In 1979-80, tested students' scores dropped significantly in math in grades 3 through 5 and in reading in grade 4. Data in Tables 5 and 6 indicate that in 1980-81, reading, language arts, and math median achievement generally remained stable and high-average to above average. In 1980-81, grade 2 students' scores indicated significant gains in reading and language arts and grade 5 students' scores indicated significant losses in language arts and math.

To estimate progress in achievement over a longer time period, CAT scores of AES III students enrolled in the fall of 1979 were compared with their CAT scores in the fall of 1981. Only nine students enrolled at AES III took the CAT at both testing periods. Consequently, no conclusions could be drawn regarding CAT performance of all AES III students over this time period because of the small sample available for study.

Parent Survey Results

Sixty-four parents or guardians who have children enrolled in AES III responded to the Parent/Guardian Survey, for a return rate of 77 percent.

Responses to all survey items are tabulated in Appendix B. The largest proportion of the respondents (42.6 percent) stated that they learned of Seattle's alternative schools through conversations with other parents who had children enrolled in those programs. Other parents indicated that they learned about the program through District publications (20.4 percent), through conferences with District personnel (24.1 percent), or through varied sources (29.6 percent). Respondents could mark all information sources that were pertinent to them.

TABLE 6

ALTERNATIVE III STUDENTS' FALL TO SPRING CHANGES IN CAT ACHIEVEMENT LEVELS ESTIMATED BY THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST: 1979-80 AND 1980-81

	FALL TO SPRING CHANGES†					
	1979-80			1980-81		
Grade	Total Reading (N)	Total Language (N)	Total Math (N)	Total Reading (N)	Total Language (N)	Total Math (N)
2	* (15)	* (18)	* (17)	+ (18)	+ (18)	* (17)
3	* (15)	* (16)	- (14)	* (11)	* (11)	* (11)
4	- (17)	* (17)	- (17)	* (13)	* (18)	* (13)
5	* (12)	* (9)	- (12)	* (19)	- (18)	- (18)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

In selecting a school in the District, 72.2 percent of the respondents indicated that Escuela Latona Alternative III was their first choice, 16.7 percent indicated it was their second choice, 7.4 percent indicated it was their third choice, and 1.9 percent indicated it was their fourth choice. The majority of parents who stated that AES III was not their first choice had initially requested AES II. However, a number of these parents noted in the margin of the survey that AES III was now their first choice after having children attend the program.

Eighty-one percent of the surveyed parents stated that they had one child enrolled at AES III, 14.8 percent had two, and 1.9 percent had three. One parent had one child enrolled in another alternative program, eight had children enrolled in regular classroom programs, three had children enrolled in educational option programs, and three had children enrolled in private schools.

Twenty-four percent of the respondents had other children who were not enrolled in alternative schools. The reasons cited for this included the child's preference not to attend an alternative school (3.7 percent), no vacancies (3.7 percent), another program was more appropriate (11.1 percent) or a special needs program was required (1.9 percent).

Parents were asked to describe the type of school or program they would choose for their children if alternative schools were not available in the District. The majority of the respondents (75.9 percent) indicated that they would either want their children to attend other district option programs or private schools. A small percentage indicated that their choice would be a regular classroom. Other diverse choices were indicated by 9.3 percent.

Eighty-five percent of the respondents stated that they had been involved as a parent with AES III for three years or less. The range of parental involvement of the respondents was one to seven years. The types of parental involvement were varied. Forty-four percent had helped with field trips, 46.3 percent had been involved in fund raising, 33.3 percent had assisted in class, 25.9 percent had served on parent activity committees, 22.2 percent had been involved with school policy, 16.7 percent helped with extracurricular activities, and 11.1 percent had assisted the school in other varied ways.

Parents were asked to rate the overall effectiveness of AES III in meeting students' academic and social/emotional needs. Of the respondents, 59.3 percent rated the school as excellent, 25.9 rated it as good, and 11.1 percent rated it as acceptable in the area of academic effectiveness; in the area of social/emotional effectiveness, 66.7 percent rated it as excellent, 22.2 percent rated it as good, and 11.1 percent rated it as acceptable.

In addition, parents were asked to rate the school on 22 characteristics related to teaching methods and strategies, the curriculum, the physical environment, cultural awareness, assessment of student learning, and parental involvement. The majority of parents rated each of the 22 characteristics as either good or excellent. Median ratings of the school's physical environment, class size, and books and supplies were somewhat lower than other school characteristics, but were still given generally positive ratings. Respondents also were asked to

rate the importance of each of the 22 characteristics in providing a quality education. A large proportion of the parents indicated that they considered each of the 22 characteristics to be important or extremely important to their children's education.

CONCLUSIONS

Overall inspection of the data suggest the following:

- Within the AES III program, considerable emphasis appears to focus on promoting a positive social/emotional environment in which cultural awareness as well as academic skills are promoted. Major strengths of the program as perceived by the staff related to the cultural diversity of the program, parent-staff relationships, student interest and commitment, staff involvement and commitment, and adequacy of the program in meeting district and state curriculum requirements. Staff indicated the most improvements were needed in providing transportation for AES III students for school-related activities and in employing more native or fluent Spanish-speaking staff.

- Results of the Parent/Guardian Survey suggest that a large majority of AES III parents were satisfied with the quality of education provided by the school. Further, the majority of these parents did not believe their children's needs could be met in a regular classroom program. Almost all of the parents rated the school's academic and social/emotional effectiveness as excellent or good, and the remaining respondents rated it as adequate. The major concern expressed by parents involved a desire for more year-to-year continuity in teaching staff.

- Students who are regularly tested show initial levels of achievement in the basic skills that are above the national average and register higher than average gains from fall to spring. Test results are not available for Spanish-speaking students who are still limited in English proficiency. Test results measuring student attainment of Spanish language skills were not requested for this study.

- The AES III program has experienced considerable flux in staffing and in the degree of implementation of its Spanish language component. It is presently in the process of re-building.

- The majority of funding for AES III is baseline. However, ESAA Title VI funds have been used to provide curriculum coordination. In the past, categorical funds have been used to implement the Spanish component of the program. In the opinions of program staff, funding of a part-time curriculum coordinator is essential to the continued development of this component.

APPENDIX A

ALTERNATIVE ELEMENTARY SCHOOL III

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AES III Average Rating	All Schools Average Rating	Item
5.0	4.7	To develop and enhance each child's creativity
5.0	4.6	To develop in each child his/her maximum growth in basic academic skills
4.8	4.7	To develop in each child a positive attitude toward learning
4.8	4.8	To maintain and/or enhance a positive self-concept
4.6	4.8	To develop a sense of personal responsibility
4.6	4.7	To develop in each child his/her ability to work, play and live with other children
4.6	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
4.6	4.7	To develop in students effective decision making and problem solving skills

Goals and Objectives (Continued)

AES III Average Rating	All Schools Average Rating	Item
4.4	4.6	To develop in each child the necessary discipline for self control
4.0	3.7	To develop in each child skills to enhance his/her physical development
4.0	4.6	To develop in each child a willingness to try new things and explore a variety of subjects
4.0	3.6	To develop in each student an understanding of good management of world resources
3.8	3.6	To develop in students an appreciation for art or music
3.6	3.7	To develop skills in the use of community resources to achieve one's goals
3.2	3.3	To develop in each student an understanding of the world of work and the variety of jobs available

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

AES III Average Rating	All Schools Average Rating	Item
5.0	4.6	Use of whole class meetings to address student problems
4.8	4.0	Use of classroom volunteers
4.6	4.2	Use of community resources
4.6	4.6	Primary focus on individual progress of each child
4.6	4.5	Encouragement of self evaluation of students
4.6	4.4	Use of parent conferences to report student progress
4.6	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
4.6	4.5	Use of multiple instructional options
4.3	4.3	Use of individualized approach to student management
4.2	4.4	Use of multi-age grouping
4.2	4.2	Use of multidisciplinary lessons
4.2	4.0	Use of cross-age tutoring
4.2	3.7	Use of peer group pressure
4.2	4.5	Use of positive adult role models
4.2	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
4.2	4.2	Special field trips with a defined focus - science, social studies, etc.

Instructional and Management Strategies (continued)

AES III Average Rating	All Schools Average Rating	Item
4.2		Use of anecdotal records for reporting student progress
4.2	3.6	Emphasis on districtwide curriculum
4.0	4.5	Use of shared decision-making
4.0	4.4	Use of special student projects
4.0	3.6	Use of teacher-made tests
3.8	3.3	Use of parents to manage student behavior
3.8	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)
3.6	3.7	Use of team-teaching
3.6	3.1	Use of behavior modification
3.6	4.0	Use of student input for the development of curriculum
3.6	4.2	Minimal use of authoritarian tactics
3.4	3.1	Use of district supplied tests
3.2	3.3	Use of pass-fail grading
3.0	3.9	Use of learning contracts
3.0	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum
2.0	3.4	Use of partial credit for course-work
1.8	2.8	Use of student-staff retreats
1.8	2.3	Use of staff-only retreats

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

AES III Average Rating	All Schools Average Rating	Item
5.0	4.5	Parent-staff relations
4.8	4.6	Staff commitment to the school
4.6	4.3	Maintaining a cohesive staff who are working as a team
4.4	4.2	Communication among staff
4.4	4.3	Providing adequate learning resources
4.4	4.1	Meeting State Basic Education requirements
4.2	4.2	Student interest and commitment to school activities
4.2	4.1	Transportation to and from school available from the district
4.2	4.3	Maintaining cultural diversity among students
4.2	4.0	Meeting district curriculum requirements
4.0	3.9	Flexibility of student schedules
4.0	4.2	Community support for the program
3.8	4.3	Program administration
3.8	2.4	District support for the program
3.6	3.7	Class sizes
3.6	3.9	Communications with the community

Strengths and Weaknesses (continued)

AES III Average Rating	All Schools Average Rating	Item
3.6	2.3	Adequacy of the school building where the program is housed to meet the needs of the program
3.6	3.6	Communications with the school district
3.4	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
3.2	3.2	School control over staff selection
3.2	3.1	Communication with other schools in the district
3.0	3.7	Maintaining cultural diversity of staff
2.2	2.5	Transportation for student activities available from the district

APPENDIX B

PARENT SURVEY RESULTS*

1. How did you learn about this school? (multiple responses permitted)

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. When selecting a program for your child in the Seattle Public Schools, was this program:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. If your child's current school was <u>not</u> your first choice, what school or program was?

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

4. Please indicate the number of school aged children you have enrolled in each of the following:

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	78.1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.3	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

5. **If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. **If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. **How many years have you as a parent been involved with this alternative school?**

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	16.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	34.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibility within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	9.5	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	29.0
(b) Important	61.0	57.9	57.4	52.0	56.2	48.4
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	36.0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS

ORCA

REPORT NO. 82-10D
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of Planning, Research & Evaluation

SEATTLE PUBLIC SCHOOLS

SEATTLE PUBLIC SCHOOLS
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CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
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DIVISION OF EVALUATION SERVICES
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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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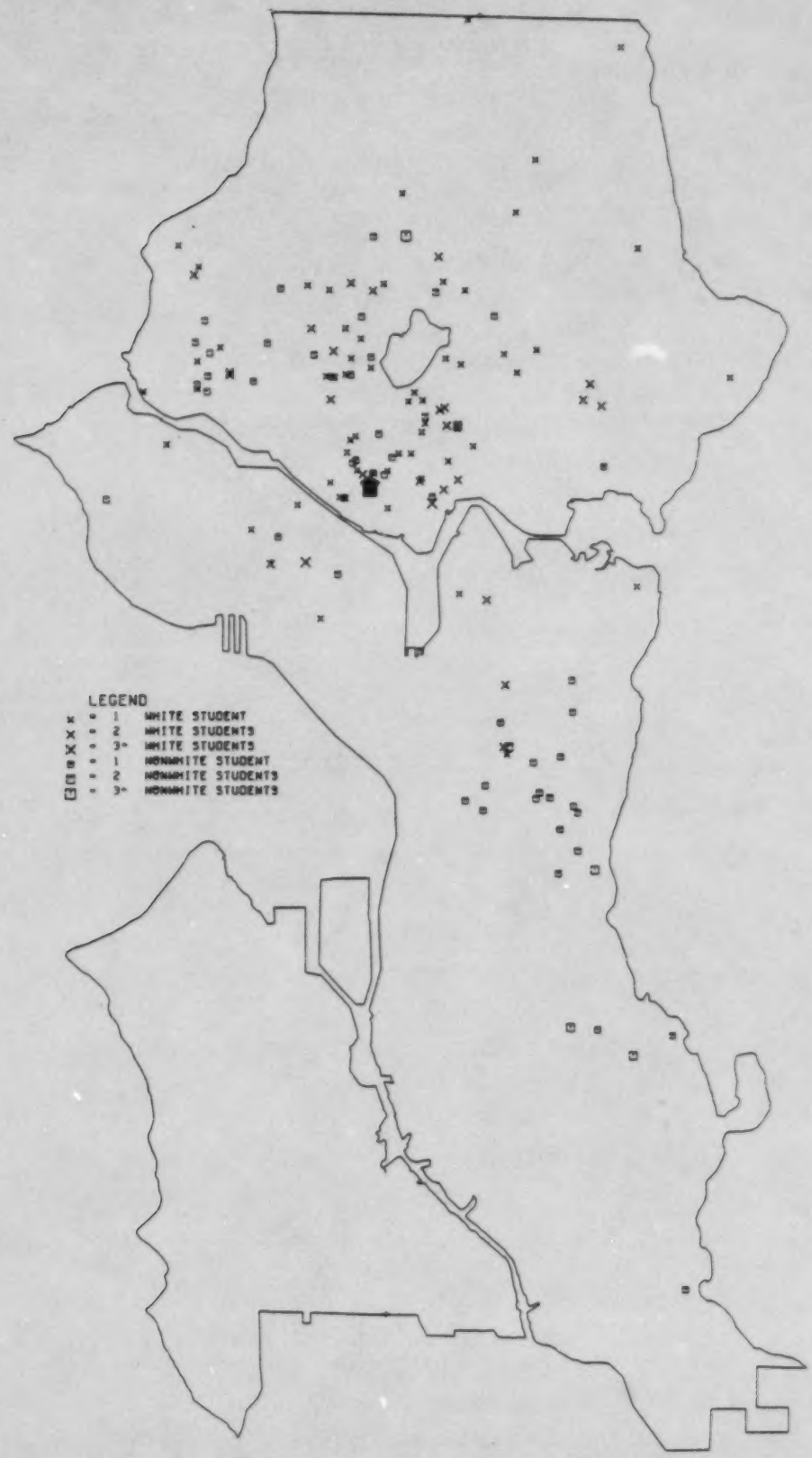
FIGURE A



STUDENTS IN DAY/ORCA 2/22/82

ORCA

The Orca alternative program began in 1972 as one of the elementary school components of the Choice not Chance program for students in the Lincoln attendance area. Documentation provided by the program's curriculum coordinator stated that:

> Initially, parents and teachers involved in the Allen Free School movement wanted to provide students with a greater range of learning experiences than they felt existed in the traditional classroom setting. These included team teaching, multi-disciplinary studies, more responsibility taken by the children for planning and implementing their education, classes for students of mixed ages, individualized instruction, emphasis on group process and problem solving, and a creative arts enrichment program.

In 1974, the present grade level configuration of the program (K-5) was established and the program philosophy was modified. Orca presently serves 173 students and is the second largest alternative elementary school in the district. With the closure of Allen Elementary School in 1981, the program moved to the B.F. Day facility. Orca students presently constitute about 53 percent of the total enrollment at this school.

Facilities

The B. F. Day facility is the oldest elementary school in the city. Orca staff find that it provides enough classroom space, a well stocked library, a hot lunch kitchen, gymnasium, and outdoor play area. However, staff members state that sharing space with a regular program causes some compromises in the goals and methods of the program. Additional space is desired for an art center, shop center, science center, kitchen, and a counseling area. Further, program staff state that the physical layout of the building inhibits interaction among staff and students.

STUDENT CHARACTERISTICS AND PROGRAM ENROLLMENT

Figure A displays the residential distribution of program enrollees. Orca is a Zone II option for white students and an all city option for minority students. Currently, five Associated school buses are required for Orca students.

Although some minority students in the program reside in the central area of the city, the majority of students come from the north and northwestern areas of Seattle. Average daily transportation costs are 45¢ lower than the district average cost of $4.47 per student per day for elementary option programs.

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.63
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.9** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

Student Placement Personnel stated that Orca has had relatively low student turnover when compared to the District as a whole. Enrollment data stored on centralized computer files indicated that over the two-year period from fall 1980 to spring 1982, Day/Orca retained approximately 87.5 percent of its students per year.

The background characteristics of students presently enrolled in the program are shown in Table 1. Students served by the program are 62.4% white and 50% male; 50% live with both parents and 39% are eligible for lunch assistance. These figures are comparable to the district as a whole. Black students are the predominant minority group represented.

STAFF CHARACTERISTICS AND PROGRAM FUNDING

Table 2 shows the number of staff in the Orca program by ethnicity, sex, educational level and years of Washington State teaching experience.

Of the 11 staff members, 63.6% are white, 73% are female, and the average number of years of alternative school experience is 2.9.

Table 3 shows the staff positions budgeted to the Orca program. The 11 staff members account for 9 full time equivalent (F.T.E.) positions. Of these, 8.5 F.T.E. positions are supported with district baseline funds. The ESAA Title VI desegregation funds presently available to support the .5 F.T.E. curriculum coordinator position are likely to be eliminated during the next school year. Instructional staff and parents of program enrollees indicate a strong desire to replace the .5 F.T.E. categorical position with a full F.T.E. baseline-funded position.

PROGRAM GOALS AND IMPLEMENTATION

Goals and Objectives

Listed below are the major goals and objectives of the present Orca program. Instructional methods used to help students reach these objectives and procedures used to measure student progress toward objectives are also shown. This matrix was provided in documentation supplied by the curriculum coordinator.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
ORCA (B.F. DAY)

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional	TOTAL
Number of Employees*		11**			11
Ethnic:					
Asian/ Pacific Is.					
Black		3			3 (27.3%)
Hispanic		1			1 (9.1%)
Native Amer.					
White		7			7 (63.6%)
Sex:					
Female		8			8 (72.7%)
Male		3			3 (27.3%)
Average Age		36.6			36.6
Level of Education:					
BA		10			10 (90.9%)
MA		1			1 (9.1%)
Ph.D					
Average Length of Experience***		5.9			5.9
Average Years in Alternative School		2.9			2.9
Average Years in Present School		2			2

1 Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** A .5 FTE teacher is actually used to supply administrative support.

*** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.1
STAFF POSITIONS BUDGETED TO:

Orca (B.F. Day)

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Coordination		.5*	.5
Classroom Instruction			
Certificated	8.5**		8.5
Classified			
Support Services			
Certificated			
Classified			
TOTALS	8.5	.5	9.0

1 Data compiled from District Budget Office reports and interviews with program staff.

* ESAA Title VI Magnet Funds

** Includes two half-time positions each used to serve all students in the school, for a functional allocation of 8 teaching positions for Orca students.

Objectives	Methods Used to Help Students Reach Objective	Procedures Used to Measure Student Progress Toward Objectives
Students will study and master the basic skills, as stated and required by the Seattle School District	Use of District adopted textual materials Use of basic curriculum guides Grouping by academic ability Multidisciplinary teaching Team teaching	SLO benchmarks CAT testing Teacher evaluations based on student's work
Students will learn at their own individual pace.	Ability assessment and placement Teacher expectations for skills mastery vary from child to child Tutoring: Parents and students Choices from elective* curriculum	Teacher evaluation Parent feedback at conferences Progress through subject matter in the electives
Students will become increasingly more responsible and independent.	Teacher expectations Teacher modeling of desired behavior Clearly stated rules and consequences for breaking them. Classroom meetings Practice with Personal Interaction Skills Elective curriculum* Student self discipline through problem solving	Teacher observation Parent feedback Student's completed work and participation in activities Student's willingness to be involved in solving own problems Students choosing to attend Orca
Students will be assisted in achieving in enhanced self-concept.	Respect for each child Opportunities for self expression Problem solving Risk taking Affective education Family-like atmosphere: creating a safe environment	Teacher observation Parent feedback Student's positive expressions of self: oral, written, creative arts Student's willingness to accept responsibility for own actions Student's increased cooperation and participation Improvement in students' work

* See list on next page.

Objectives	Methods Used to Help Students Reach Objective	Procedures Used to Measure Student Progress Toward Objectives
Students will be a part of a learning community comprised of parents, students and teachers.	All three parties are involved in developing goals and structures. Voluntary participation by all three parties in the program. Steering committee made up of parents and staff Parent volunteers at school Opportunities for ongoing interactions by all three parties	Regular steering committee meetings Parent involvement in listening/problem solving workshops Year-end week long camp for parents, students, and staff Parent volunteers in classroom, field trips, office work Joint selection of staff for certain positions Voluntary financial support from parents Regular newsletter Low student turnover and long-term involvement by families and staff
Students will participate in a diversified learning environment.	Team teaching Parent volunteers Community involvement and outreach Electives (listed below)* Special events (listed below) Mixed age interaction Multi ethnic and multi cultural experiences Multi-disciplinary instruction Emphasis on creative arts All staff planning of activities	Teacher observation Parent feedback based on observation and conferences Diversity of finished work and products Diversity of teaching materials and methods Scheduled activities offered by teachers and parents

* Electives '81-'82 School Year

Dental hygiene	Body Awareness	Drawing
Water colors	Dance and movement	Puppetry
Spanish	Whales and ocean life	Bookmaking
Performing Arts	The friendly classroom	Batik
Black History	Ceramics	Communications

TABLE 4

HIGHEST TO LOWEST AVERAGE RATINGS BY STAFF OF GOALS, INSTRUCTIONAL METHODS, AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

ORCA (B. F. Day)

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	5.0	To develop in students effective decision making and problem solving skills	4.9	Use of positive adult role models	4.9	Parent-staff relations
	5.0	To develop a sense of personal responsibility	4.7	Use of whole class meetings to address student problems	4.9	Staff commitment to the school
	4.8	To develop in each child his/her maximum growth in basic academic skills	4.7	Primary focus on individual progress of each child	4.7	Communication among staff
	4.8	To develop in each child his/her ability to work, play and live with other children	4.7	Use of discussion groups to solve pupil-to-pupil conflicts	4.7	Maintaining a cohesive staff who are working as a team
	4.8	To develop in each child a positive attitude toward learning				
	4.8	To develop in each child the necessary discipline for self control				
	4.8	To maintain and/or enhance a positive self-concept				
Items Rated Lowest by Staff	3.3	To develop in each student an understanding of the world of work and the variety of jobs available	1.7	Use of pass-fail grading	2.3	School control over staff selection
	3.2	To develop skills in the use of community resources to achieve one's goals	1.7	Use of student-staff retreats	1.9	District support for the program
			1.7	Use of staff-parent retreats for the development of program relationships and/or curriculum	1.7	Adequacy of the school building where the program is housed to meet the needs of the program
			1.7	Use of partial credit for course-work		

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

The school day at Orca generally begins with a half-hour meeting between students and their assigned teacher. This meeting deals with items like attendance and problems with group processes. Then students receive instruction in basic skills from their assigned teacher. However, 10% to 15% of the students go elsewhere for special assistance (e.g., Title I, special education, math enrichment, etc.). Two to three times per week students participate in electives. They choose from activities offered by four different teachers. The elective choices change at the end of each six week period. On days with no electives, students receive instruction in science and/or social studies.

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicators of emphasis placed on certain goals and objectives, and on instructional and management strategies.

Items receiving the highest and lowest average ratings are shown in Table 4. Ratings for all survey items are compiled in Appendix A.

According to Orca staff members, goals that receive the greatest emphasis in their program include developing effective decision making and problem solving skills, and developing students' sense of personal responsibility. Additional goals for students that were said to receive strong emphasis included maximum basic skills growth, developing abilities to relate to other students, and developing (a) positive attitudes toward learning, (b) a positive self-concept, and (c) self-discipline.

Instructional and management strategies that staff rated as receiving the greatest emphasis include use of positive adult role models, primary focus on individual progress, use of whole class meetings, and use of discussion groups to solve conflicts.

Of program characteristics listed on the survey, Orca staff gave the highest ratings to parent-staff relations and staff commitment to the school. Staff communication and cohesiveness were also rated as outstanding program strengths. The weakest program characteristics, as indicated by staff ratings, include district support for the program and the physical facility.

In an open-ended section of the questionnaire, staff were asked to list the outstanding strengths of their program and also to describe areas most in need of improvement. Strengths that were cited included (1) staff communication and cooperation; (2) program activities that encourage children to be self-motivated, self-disciplined, and compassionate; (3) program emphases on basic skills instruction and multi-ethnic/multi-cultural awareness; and (4) parent commitment to the program.

Areas listed as needing improvement included (1) the need to reduce the present student to staff ratios; (2) the need for more program control over staffing and staff continuity; (3) the need for more parent volunteers and more planning time for staff; and (4) the need for a full-time curriculum coordinator.

TABLE 5

ORCA FALL TO SPRING (REPEATED) CAT MEDIAN PERCENTILE SCORES:
1979-80 AND 1980-81

MEDIAN PERCENTILE SCORES

	1979-80						1980-81					
	Total Reading		Total Language		Total Math		Total Reading		Total Language		Total Math	
Grade	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)
2	60.5	72.5 (20)	78.5	63.5 (20)	74.2	81.2 (21)	65.0	59.7 (23)	46.0	58.3 (23)	64.0	69.0 (23)
3	64.0	57.5 (18)	55.0	49.7 (20)	63.5	61.5 (20)	61.0	80.7 (23)	55.5	52.5 (26)	63.5	50.5 (28)
4	56.0	70.0 (33)	50.3	73.0 (33)	54.0	72.7 (33)	59.0	59.7 (21)	53.2	59.0 (21)	54.5	37.0 (20)
5	88.0	85.0 (15)	73.0	69.0 (15)	55.0	69.0 (15)	54.0	70.0 (25)	59.5	57.5 (25)	65.5	63.5 (24)

PROGRAM OUTCOMES

Outcome measures available within the time frame specified for this study included student performance on standardized achievement tests, parents' ratings of program effectiveness, and a review of program compliance with respect to State Basic Education Act requirements. Systematic measurement of progress in fulfilling important program goals pertaining to the development of students' self-esteem and decision-making skills was not possible within the time constraints of the present study. A preliminary report of program compliance status vis a vis Basic Education Act requirements is available separately from Paul Hoerlein, Director of Program Development.

California Achievement Test Scores

Fall to spring 1979-80 and 1980-81 CAT Total Reading, Total Language, and Total Math median percentile scores for Orca are found in Table 5. Fall to spring changes are shown in Table 6. To control for initial level of achievement, only students with both fall and spring scores for each subtest were included in the calculation of these statistics. According to data in these tables, the median achievement level of students at Orca was at or above that of the national normative sample in reading, language arts, and math across the two year time period studied, with the exception of grade 4 math in spring, 1981.

Fall to spring gain scores of Orca students were calculated for each of the two years studied, using the Wilcoxon Matched-Pairs Signed-Ranks Test. Results indicated that at grades 2 in both 1979-80 and 1980-81 and at grade 5 over the same time period, no significant changes in the achievement level of Orca students occurred. As the initial achievement level of these students was average to above average in each of the two years studied, this was a positive trend. In 1979-80, grade 5 students made significant gains in spring reading, language arts, and math. In 1980-81, grade 5 students made significant gains in reading. In 1979-80, a significant drop was noted in grade 3 math scores.

Long term gains in CAT scores were estimated by comparing test results of students enrolled in Orca in fall 1979, with their test results from fall 1981 (Tables 7 and 8). Median percentiles were computed for CAT Total Reading, Total Language, and Total Math. In addition, the Wilcoxon Matched-Pairs Signed-Ranks Test was employed to test the significance of differences in students' performance over the two-year period.

Results of analyses of pooled test scores of all students enrolled in Orca from fall 1979 to fall 1981 (Table 9) indicated that with the exception of Total Math for fall 1981, the median percentile scores of these students in Total Reading, Total Language, and Total Math were above both the national and district medians for the two year period studied. According to results of the Wilcoxon Test, (Table 10), performance of these students remained relatively stable over this period. When analyzed on a grade-by-grade basis, a significant drop in Total Math scores was noted for students currently enrolled in grade 5.

TABLE 6

DAY/ORCA STUDENTS' FALL TO SPRING CHANGES IN CAT ACHIEVEMENT LEVELS ESTIMATED BY THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST: 1979-80 AND 1980-81

	FALL TO SPRING CHANGES†					
	1979-80			1980-81		
Grade	Total Reading (N)	Total Language (N)	Total Math (N)	Total Reading (N)	Total Language (N)	Total Math (N)
2	* (20)	* (20)	* (21)	* (23)	* (23)	* (23)
3	* (18)	* (20)	- (20)	+ (23)	* (26)	- (28)
4	+ (33)	+ (33)	+ (33)	+ (21)	* (21)	* (20)
5	* (15)	* (15)	* (15)	* (25)	* (25)	* (24)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

TABLE 7

ORCA CAT MEDIAN PERCENTILE SCORES OF STUDENTS
ENROLLED FROM FALL 1979 TO FALL 1981 BY GRADE

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
Grades 2-4	75.5	76.5 (14)	77.0	73.0 (14)	70.0	55.0 (14)
Grades 3-5	60.0	65.0 (12)	54.0	60.0 (13)	73.0	49.5 (14)

TABLE 8

CHANGES IN DAY/ORCA STUDENTS' CAT ACHIEVEMENT LEVELS
FROM FALL 1979 TO FALL 1981, ESTIMATED BY
THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
2 - 4	*	(14)	*	(14)	*	(14)
3 - 5	*	(12)	*	(13)	-	(13)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

TABLE 9

CAT MEDIAN PERCENTILE SCORES OF STUDENTS† ENROLLED IN ALTERNATIVE SCHOOLS FROM FALL 1979 TO FALL 1981: ALL GRADES COMBINED

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
AS #1	*		*		*	
AES II	55.0	83.7 (49)	49.9	74.5 (54)	67.5	63.5 (50)
AES III	**		**		**	
Summit K-12	72.5	81.7 (64)	54.2	71.0 (69)	70.5	73.5 (62)
Orca	63.5	69.5 (26)	69.7	65.0 (27)	70.0	50.0 (27)
Nova		*		*		*
DISTRICT	61.6	65.6 (10,515)	57.0	63.5 (10,539)	62.1	61.9 (10,515)
NATIONAL	50.0	50.0	50.0	50.0	50.0	50.0

* No data were available.

** Too few students.

† Only students with both fall 1979 and fall 1981 scores were included in this table.

TABLE 10

CHANGES IN ALTERNATIVE SCHOOL STUDENTS' CAT ACHIEVEMENT LEVELS
FROM FALL 1979 TO FALL 1981, ESTIMATED BY
THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST:
ALL GRADES COMBINED

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
AS #1	(No Data)		(No Data)		(No Data)	
AES II	+	(49)	+	(54)	*	(50)
AES III	(Sample too small)		(Sample too small)		(Sample too small)	
Summit K-12	+	(64)	+	(69)	*	(62)
Day/Orca	*	(26)	*	(27)	*	(27)
Nova	(Sample too small)		(Sample too small)		(Sample too small)	

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

Overall inspection of these data suggest that Orca students demonstrate average to above average academic achievement and that these students generally maintain that level of achievement from one test period to another.

Parent Survey Results

A total of 105 parents of Orca students responded to the February 1982 Parent/Guardian Survey, for a return rate of 73 percent. A compilation of results for all items on the survey is presented in Appendix A.

Parents were asked how they learned of Seattle's alternative schools. Fifty-five percent had conversations with parents of other alternative school children, 26.7 percent read District publications, 13.3 percent had conferences with District personnel, and 22.9 percent indicated other varied sources. Parents could mark as many of these sources as were pertinent to them.

Of the respondents, 81.9 percent had requested Day/Orca as their first choice of a District school, 15.2 percent stated it was their second choice, and 1 percent stated it was their fourth choice. The majority of those parents who did not select Orca as their first choice had initially requested Summit K-12, or AES III.

Seventy-eight percent of the responding parents had one child enrolled at Orca, 20 percent had two children enrolled, and 1.9 percent had three children enrolled. In addition, 9.5 percent had other children enrolled in other alternative schools, 11.5 percent had children enrolled in regular classroom programs, 3.8 percent had children enrolled in educational option programs, 1 percent had children enrolled in special needs programs, and 2.9 percent had children enrolled in private schools. Parents' reasons for not enrolling other children in the program at Orca included the child's preference for another school (2.9 percent), no vacancies (1 percent), another program was more appropriate (8.6 percent), or a special program was needed (8.6 percent).

A large majority of respondents (86.7 percent) stated that if Seattle alternative schools were not available, they would want their children to attend either another Seattle option program or a private school. Only 4.8 percent stated that they would want their children to enroll in a regular classroom program.

Almost three-fourths of the parents who responded to the survey indicated that they had been involved as a parent with Orca for three years or less. The years of parent involvement ranged from one to nine years. Forty-eight percent of the parents had helped with field trips, 49.5 percent had assisted in class, 29.5 percent had assisted with extracurricular activities, 24.8 percent had been involved in school policy matters, 44.8 had helped to raise school funds, 36.2 percent had served on parent acitivity committees, and 21 percent had provided other varied kinds of assistance.

Parents were asked to rate the overall effectiveness of Orca in meeting students' academic and social/emotional needs. A total of 53.3 percent rated

overall academic effectiveness as excellent, 32.4 percent rated it as good, 8.6 percent rated it as acceptable, and 1.9 percent rated it as fair. In the area of social/emotional effectiveness, 70.5 percent rated the school as excellent, 21.9 percent rated it as good, 3.8 percent rated it as acceptable, 1.9 percent rated it as fair, and 1 percent rated it as very poor.

Parents were also asked to rate Orca on 22 characteristics related to teaching methods, the curriculum, the physical environment, the social/emotional climate, cultural awareness, assessment of student learning, and opportunity for parental involvement. A major proportion of all responding parents rated each of the 22 characteristics as either good or excellent. Program characteristics that received the highest ratings included "opportunities for social/emotional development," and "multi-ethnic/multi-cultural awareness."

Respondents then rated each of the 22 school characteristics as to their importance in providing a quality education for their children. A large majority indicated that they believed each characteristic was important or very important. Items rated as most important included "how [the curriculum] is taught;" "staff quality;" and "how student feels about school."

CONCLUSIONS

Overall inspection of the data suggest the following conclusions:

- Surveys returned by 73 percent of families represented in the program indicated strong satisfaction with the extent to which the program meets the social/emotional needs of students. Over half of the respondents also rated the program as excellent in meeting students' academic needs.

- The majority of Orca students show average to above average achievement levels in basic skills areas and have maintained average levels of progress in reading and language arts. Two-year trends indicate a slight decline in math progress for students tested in both 1979 and 1981.

- Program staff state that they offer students the basic district program plus a carefully integrated variety of multi-disciplinary elective offerings and field trip experiences. In their opinions, funding for a part-time or full-time curriculum coordinator is necessary if these distinctive features are to be maintained.

- Orca students presently constitute over half of the total enrollment at B. F. Day. In the event that funds are not available for program coordination, the size of the program and its emphasis on parent participation should be expected to substantially increase the building principal's workload.

APPENDIX A

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Orca Average Rating	All Schools Average Rating	Item
5.0	4.7	To develop in students effective decision making and problem solving skills
5.0	4.8	To develop a sense of personal responsibility
4.8	4.6	To develop in each child his/her maximum growth in basic academic skills
4.8	4.7	To develop in each child his/her ability to work, play and live with other children
4.8	4.7	To develop in each child a positive attitude toward learning
4.8	4.6	To develop in each child the necessary discipline for self control
4.8	4.8	To maintain and/or enhance a positive self-concept
4.7	4.7	To develop and enhance each child's creativity
4.5	4.6	To develop in each child a willingness to try new things and explore a variety of subjects

Goals and Objectives (Continued)

Orca Average Rating	All Schools Average Rating	Item
4.5	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
4.2	3.7	To develop in each child skills to enhance his/her physical development
4.0	3.6	To develop in students an appreciation for art or music
4.0	3.6	To develop in each student an understanding of good management of world resources
3.3	3.3	To develop in each student an understanding of the world of work and the variety of jobs available
3.2	3.7	To develop skills in the use of community resources to achieve one's goals

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Orca Average Rating	All Schools Average Rating	Item
4.9	4.5	Use of positive adult role models
4.7	4.6	Use of whole class meetings to address student problems
4.7	4.6	Primary focus on individual progress of each child
4.7	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
4.5	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
4.4	4.2	Use of multidisciplinary lessons
4.4	4.4	Use of parent conferences to report student progress
4.3	4.5	Use of shared decision-making
4.3	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)
4.2	4.2	Minimal use of authoritarian tactics
4.2	4.5	Use of multiple instructional options
4.1	3.3	Use of parents to manage student behavior
4.1	4.5	Encouragement of self evaluation of students
4.0	4.0	Use of classroom volunteers
4.0	3.6	Use of teacher-made tests

Instructional and Management Strategies (continued)

Orca Average Rating	All Schools Average Rating	Item
4.0	3.9	Use of anecdotal records for reporting student progress
4.0	3.6	Emphasis on districtwide curriculum
3.9	4.4	Use of special student projects
3.9	4.2	Use of community resources
3.9	3.7	Use of team-teaching
3.9	4.2	Special field trips with a defined focus - science, social studies, etc.
3.8	4.3	Use of individualized approach to student management
3.7	4.4	Use of multi-age grouping
3.6	3.7	Use of peer group pressure
3.4	4.0	Use of cross-age tutoring
3.4	3.1	Use of district supplied tests
3.4	3.1	Use of behavior modification
2.9	4.0	Use of student input for the development of curriculum
2.3	3.9	Use of learning contracts
2.3	2.3	Use of staff-only retreats
1.7	3.3	Use of pass-fail grading
1.7	2.8	Use of student-staff retreats
1.7	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum
1.7	3.4	Use of partial credit for course-work

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

Orca Average Rating	All Schools Average Rating	Item
4.9	4.5	Parent-staff relations
4.9	4.6	Staff commitment to the school
4.7	4.2	Communication among staff
4.7	4.3	Maintaining a cohesive staff who are working as a team
4.5	4.2	Student interest and commitment to school activities
4.3	4.3	Program administration
4.3	4.1	Transportation to and from school available from the district
4.3	4.3	Maintaining cultural diversity among students
4.1	4.1	Meeting State Basic Education requirements
4.1	4.0	Meeting district curriculum requirements
4.0	4.3	Providing adequate learning resources
4.0	4.2	Community support for the program
3.9	3.9	Communications with the community
3.9	3.7	Maintaining cultural diversity of staff
3.3	3.1	Communication with other schools in the district

Strengths and Weaknesses (continued)

Orca Average Rating	All Schools Average Rating	Item
3.2	3.9	Flexibility of student schedules
3.1	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
3.0	3.6	Communications with the school district
2.9	3.7	Class sizes
2.9	2.5	Transportation for student activities available from the district
2.3	3.2	School control over staff selection
1.9	2.4	District support for the program
1.7	2.3	Adequacy of the school building where the program is housed to meet the needs of the program

APPENDIX B

PARENT SURVEY RESULTS*

1. **How did you learn about this school? (multiple responses permitted)**

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. **When selecting a program for your child in the Seattle Public Schools, was this program:**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. **If your child's current school was <u>not</u> your first choice, what school or program was?**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

4. Please indicate the number of school aged children you have enrolled in each of the following:

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	78.1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.0	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

5. **If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. **If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)**

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. **How many years have you as a parent been involved with this alternative school?**

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	16.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	34.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibilty within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	9.5	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	29.0
(b) Important	61.0	57.9	57.4	52.0	56.2	48.4
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	3 0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

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CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
NOVA

REPORT NO. 82-10E
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of Planning, Research & Evaluation

SEATTLE PUBLIC SCHOOLS

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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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PROGRAM HISTORY AND PHILOSOPHY

Nova, first implemented in November 1970, is one of the oldest alternative schools in the Seattle School District. Nova began as an experimental high school in which hours, class structure, and student and staff roles and selection were redefined. As a city-wide alternative high school encompassing grades 9 through 12, Nova has offered a standard district diploma since its implementation. However, students who attend Nova are not necessarily building based. Although a wide variety of courses are offered at Nova, students are encouraged to take advantage of the resources of the entire metropolitan Seattle area to create a personalized learning program. Nova students may contract out to various high schools, colleges, or other resource programs in the city for required and elective course work.

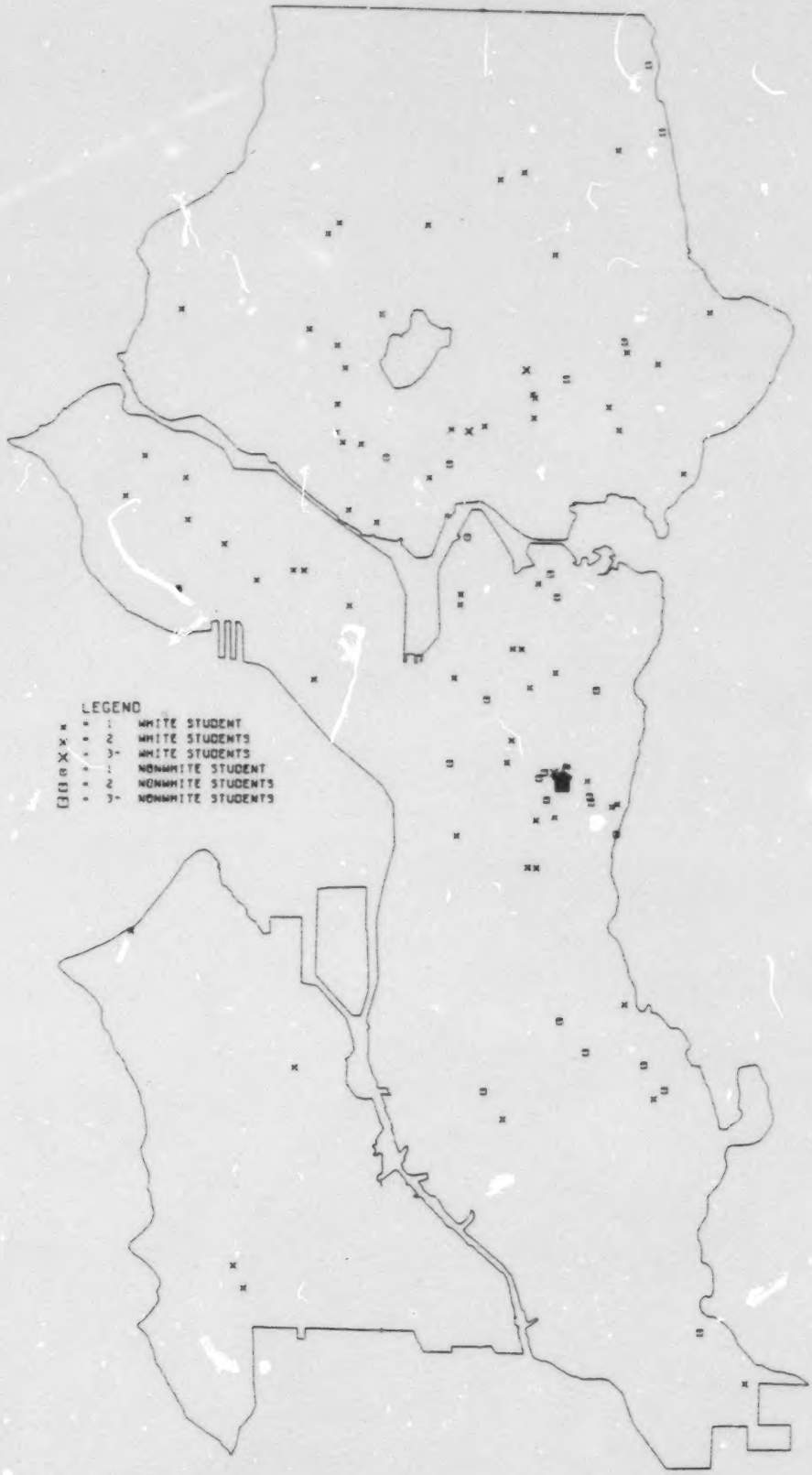
A statement of Nova's philosophy, provided by project management, is as follows:

> The NOVA Project is designed for those high school age students whose educational growth requires experiences beyond those to be found within the existing school programs.
>
> All students have the need to gain experience in making real decisions affecting their lives and also in learning to cope with the frustrations of life in the world outside of the classroom. In NOVA each student (in consultation with staff members, other students, parents, and community resource people) designs, carries out, and evaluates his/her own learning program. The resources of the entire metropolitan area are used to create a meaningful learning program.
>
> The NOVA Project attempts to meet the needs of each student. Flexibility is the cornerstone of the project. NOVA aims to create a feeling of self-worth and dignity in each individual. Exposure to a variety of educational experiences is our technique of developing "whole people" who can become contributing members of their community.

Facilities

At present, the Nova program shares the Horace Mann facility with the City of Seattle's Division of Youth Services. The facility provides a central location with appropriate separation from other building occupants. A combination of in-building space and portables offers small to medium sized rooms for individual curriculum areas and an adjoining administrative office. Further, the facility provides a reception and lounge area, a kitchen, a darkroom, a dance/exercise room, and a large meeting room. Access has been arranged to the gymnasium, career center, and school lunch program at nearby Garfield High School.

FIGURE A



STUDENTS IN NOVA 2/22/82

Generally, the instructional staff appear to be satisfied with this location. Furthermore, staff are highly concerned about the possibility of future involuntary site changes. According to staff members, Nova has been moved involuntarily at least five times since its inception.

STUDENT BACKGROUND CHARACTERISTICS AND PROGRAM ENROLLMENT

Nova is an all city option, encompassing grades 9 through 12. Figure A shows the residential distribution of program students. In the 1981-82 school year, 94 students are enrolled from throughout the city. The majority of students who attend live in the north and central areas of the city. Currently, 64 Metro passes are required to bus Nova students, for an approximate cost of $1.10 per student per day.[1]

Centralized computer files of students' enrollment histories indicate that the amount of voluntary turnover not due to graduation at Nova has been approximately 38.3 percent per year over the previous two school years. This percentage of turnover indicates that Nova students are relatively mobile and sometimes enter Nova after having attended at least one other Seattle high school program.

Characteristics of 1981-82 Nova students are found in Table 1. These data indicate that 61.1 percent of the Nova students are female and 38.9 percent are male. Three-fourths of the Nova students are white and one-fourth are minority. The largest proportion of minority students are black. Less than one-fourth of the students live with both parents, over half live with single parents, and a number of the students live alone. Four percent are bilingual. Only a small percentage are from low income families based on free/reduced-price lunch classification. However, this index may not be an accurate reflection of the economic status of Nova's students, as Nova does not have a lunch service and as many older Seattle students do not choose to participate in the free lunch program even if they are eligible.

Budget and Staffing

Nova is totally funded by baseline monies. Table 2 shows the staffing configuration for the program. Presently Nova shares a program manager's position with Alternative School #1 and additionally allocates .5 F.T.E. of a head teacher's position to on-site program coordination. A functional estimate of the time presently spent by the program manager for AS #1 and Nova responsibilities is .8 for AS #1 and .2 for Nova.

---

[1]Costs estimated by District Transportation Office staff.

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.53
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.9** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
NOVA

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional**	TOTAL
Number of Employees*	1	3		3	7
Ethnic:					
Asian/ Pacific Is.					
Black				1	1 (14.3%)
Hispanic					
Native Amer.					
White	1	3		2	6 (85.7%)
Sex:					
Female		1		1	2 (28.6%)
Male	1	2		2	5 (71.4%)
Average Age	53	39		36	39.7
Level of Education:					
BA		3		2	5 (71.4%)
MA				1	1 (14.3%)
Ph.D	1				1 (14.3%)
Average Length of Experience***	1.6	10.1		7.2	7.7
Average Years in Alternative School	1.6	7.1		7	6.3
Average Years in Present School	1.6	6.8		7	6.1

1 Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** Statistics do not include the secretary for the program.

*** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.1
STAFF POSITIONS BUDGETED TO:

Nova

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Administration	.5*		.5
Classroom Instruction			
Certificated	3.0**		3.0**
Classified	2.04		2.04
Support Services			
Certificated			
Classified	.846		.846
TOTALS	6.386		6.386

1 Data compiled from District Budget Office reports and interviews with program staff.

* This position is complemented by a .5 F.T.E. position at AS #1, where the program manager is regularly located. The functional split in administrative responsibilities for the two programs is estimated at .2 for Nova and .8 for AS #1.

** Includes a .5 F.T.E. Head Teacher for on-site program coordination.

Table 3 summarizes the background characteristics and Washington State teaching experience of program staff. Classroom positions represent equal numbers of certificated staff and of instructional assistants. As a group, Nova instructional staff represent greater experience in alternative schools and longer experience at Nova than is characteristic of the staff of other alternative schools in this study.

PROGRAM GOALS AND IMPLEMENTATION

The administration at each alternative school was asked to provide a statement of his/her schools' goals and objectives. The objectives of Nova were defined as follows:

1. [illegible]ue for educational growth which meets the needs of the student [illegible]istrict.
2. Encourage responsibility for self and community.
3. Encourage positive attitude toward learning.
4. Encourage mature behavior, positive interpersonal relations and appreciation of differences.

According to the head teacher at Nova, specific organizational and instructional practices are used at Nova to implement those objectives. These include individualized curriculum, contracts, small group and tutorial instruction, community-based learning, pass/fail grading, use of volunteers, and differentiated staffing. Five standing committees composed of students and staff have been established to facilitate shared decision making. Student progress is evaluated at least once a month through personal conferences.

The small size of the program, around 100 students, limits baseline-funded staff allocations. This constraint in turn limits the variety of courses available on site. Course offerings are particularly limited in areas such as vocational education and laboratory sciences. Students appear to accept these constraints and to have been successful in developing alternative methods of completing graduation requirements. These methods include enrolling at other Seattle high schools for one or two courses per term in subjects such as desired foreign languages and chemistry, and completing physical education courses through programs offered at facilities in the community. Work skills credits are often accrued in conjunction with students' jobs.

Staff Survey Results

Instructional staff were surveyed to obtain indicators of the emphasis placed on the implementation of goals and objectives as well as instructional and mana-

TABLE 4

HIGHEST TO LOWEST AVERAGE RATINGS BY STAFF OF GOALS, INSTRUCTIONAL METHODS, AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

NOVA

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	4.8	To develop in each child a positive attitude toward learning	5.0	Primary focus on individual progress of each child	5.0	Flexibility of student schedules
	4.8	To develop in students effective decision making and problem solving skills	5.0	Use of shared decision-making	5.0	Class sizes
	4.7	To develop in each child a willingness to try new things and explore a variety of subjects	5.0	Use of special student projects	4.8	Program administration
	4.7	To develop in each child the necessary discipline for self control	5.0	Use of learning contracts	4.8	School control over staff selection
	4.7	To develop in each child his/her maximum growth in basic academic skills	5.0	Use of pass-fail grading	4.8	Staff commitment to the school
	4.7	To maintain and/or enhance a positive self-concept	5.0	Use of student input for the development of curriculum		
	4.7	To develop a sense of personal responsibility	5.0	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught		
			5.0	Use of individualized approach to student management		
Items Rated Lowest by Staff	3.5	To develop in each student an understanding of the world of work and the variety of jobs available	2.4	Use of behavior modification	2.3	Adequacy of the play areas in and around the school to meet the needs of the program
	3.5	To develop in students an appreciation for art or music	2.3	Use of student-staff retreats	2.2	District support for the program
	3.3	To develop in each child skills to enhance his/her physical development	2.0	Use of parents to manage student behavior		
	3.3	To develop in each student an understanding of good management of world resources	1.5	Use of staff-only retreats		
			1.5	Use of staff-parent retreats for the development of program relationships and/or curriculum		

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

gerial strategies. Highest and lowest average item ratings by Nova staff are shown in Table 4. Appendix A shows ratings of all survey items. The rating scale upon which these averages were calculated is as follows: 1=No Emphasis, 3=Moderate Emphasis, and 5=Heavy Emphasis.

According to the staff at Nova, the goals that received the greatest emphasis involved developing effective decision making and problem solving skills and developing a positive attitude toward learning in each student. Additional goals receiving strong emphasis included developing students' willingness to try new things, their sense of personal responsibility, maximum growth in basic skills, the necessary discipline for self-control, and a positive self-concept.

Instructional and management strategies that received the most emphasis involved a primary focus on individual progress, use of flexible grouping arrangements, use of special student projects, use of learning contracts, use of an individualized approach to student management, use of student input to develop curriculum, use of shared decision making and use of pass-fail grading.

Strengths of the program as identified by program staff were flexible student schedules, small class sizes, and staff commitment to the school and program administration. Areas most in need of improvement were adequacy of recreational areas in and around the school and perceived lack of district support for the program.

An open-ended section of the survey asked for staff comments on the outstanding strengths of their program, as well as on the areas most in need of improvement. Nova staff members listed the following program strengths: (1) encouraging students to identify their own learning interests and to make their own decisions; (2) creating a sense of community and joint student and staff contributions to decision making; (3) developing a sense of educational purpose among students, including some "turned off" by more conventional schools; and (4) staff commitment and concern for students.

Areas said to need improvement included (1) District support for and understanding of the program; (2) an end to the frequent moves from one school site to another that the program has faced in the past; and (3) the occasional problem of "aimless" students who are not philosophically attuned to program goals.

PROGRAM OUTCOMES

Three outcome measures were available for study in the time frame provided. These included (1) the California Achievement Test, which is a measure of basic reading, language arts, and math skills achievement, (2) results of a parent/guardian survey, and (3) assessment of school compliance with State Basic Education Act requirements. Direct measures of many of Nova's objectives, such as self and community responsibility and social/emotional growth with respect to

TABLE 5

NOVA
CAT MEDIAN PERCENTILE SCORES: Fall 1980

MEDIAN PERCENTILE SCORES					
Fall 1979			Fall 1980		
Total Reading	Total Language	Total Math	Total Reading	Total Language	Total Math
73.0 (18)	71.7 (21)	40.5 (16)	88.0 (10)	70.5 (10)	68.5 (10)

learning, could not be measured directly in the time frame required. Preliminary results of a review of Nova's compliance with State Basic Education requirements may be obtained under separate cover from Paul Hoerlein, Director of Program Development.

CAT median percentile scores for eleventh grade students enrolled at Nova in the fall of 1979 and the fall of 1980 are found in Table 5. The District's high school group testing program was limited to eleventh grade testing in both of these years. Spring CAT scores were not available, as high schools were not required to test but once a year. In the fall of 1981, only a sample of District students were given the CAT and no Nova students were tested in that sample.

The fall 1979 and fall 1980 CAT Total Reading and Total Language median percentile scores of Nova students were in the high average to high ranges of achievement. Total Math median percentiles were in the average range in the fall of 1979 and in the high average range in the fall of 1980. It is important to note that the number of students tested each year at Nova represented only a portion of the total enrollment. Further, these students were not randomly selected for testing. Consequently, no generalizations may be made from this data concerning the overall achievement level of Nova students.

Progress in Completing Required Graduation Credits

A preliminary review of graduation credits accrued through February 1982 indicates that of 31 students enrolled at Nova who are scheduled to graduate in June of 1982, 12 students (39%) were at least one semester behind the conventional district schedule (defined as fewer than 45 of the 60 credits required) in completing required graduation credits. The preliminary conclusion is that more than one-third of twelvth grade students presently enrolled at Nova may require longer than the standard eight semesters to complete diploma requirements. According to the head teacher and to the students themselves, most Nova students desire a district diploma rather than a G.E.D.

Since many students enroll at Nova substantially behind schedule in attaining credits after having attended another Seattle high school, and others return to school after a relatively long period of interruption, these data require further study to determine students' rate of progress in accumulating credits once they have enrolled at Nova. Furthermore, program staff report that some students complete diploma requirements in less than eight semesters. Their rates of progress also require further study.

Parent Survey Results

A total of 31 parents of Nova students responded to the Seattle Public School's Parent/Guardian Survey, for a return rate representing approximately 40 percent of program students who are living with their families (an estimated twelve percent of students are living independently of their parents).

Results for all items in the survey are tabulated in Appendix B. Of the respondents, 29 percent indicated that they learned about Seattle's alternative schools through conferences with District personnel, 22.6 percent talked to parents of other alternative school students, 19.4 percent read District publications, and 41.9 percent got information from other diverse sources. Respondents could mark as many of these choices as pertained to them.

Nova was the first choice of a Seattle school for 83.9 percent of the responding parents. Thirteen percent listed it as their second choice to either Ballard, Roosevelt, or Summit K-12.

Ninety percent of the surveyed parents had one student enrolled at Nova. One parent had two students enrolled and two parents did not indicate the number of students enrolled. Other children of respondents were enrolled in alternative programs other than Nova (19.3 percent), regular classroom programs (25.9 percent), special needs programs (6.5 percent), or private schools (6.5 percent). The reasons cited why siblings did not attend Nova were as follows: the child chose not to attend (16.1 percent), no vacancies (6.5 percent), another program was more appropriate (9.7 percent), a special program was needed (9.7 percent), or other (6.5 percent).

Sixty-eight percent of the responding parents stated that if alternative schools were not available they would want their children enrolled in either private schools or other options programs. Only 12.9 percent would want their children enrolled in a regular classroom program in the district.

The respondents' number of years of involvement with the Nova program ranged from one to four years. Ten percent had helped with extracurricular activities, 19.4 percent had been involved in school policy matters, 22.6 percent had served on parent activity committees, and 19.4 percent had provided a variety of other assistance.

Parents were asked to rate the overall effectiveness of Nova in meeting students' academic and social/emotional needs. In the area of academic effectiveness, 45.2 percent of the respondents rated the school as excellent, 35.5 percent rated it as good, 6.5 percent rated it as adequate, 9.7 percent rated it as fair, and 3.2 percent rated it as very poor. In the area of social/emotional effectiveness, 64.5 percent rated it as excellent, 19.4 percent rated it as good, 6.5 percent rated it as acceptable, 3.2 percent rated it as fair, and 3.2 percent rated it as very poor. One parent did not respond to the latter question.

Respondents also rated Nova on 22 characteristics related to teaching methods, the curriculum the physical environment, the social/emotional environment, the school staff, cultural awareness, assessment of student learning, and encouragement of parental involvement. A large majority of parents gave ratings of excellent or good to all 22 characteristics. Least favorable but generally positive ratings were given to the school's physical environment.

Respondents also indicated the importance they placed on each of the 22 characteristics described in the previous paragraph. With the exception of the

school's physical environment, a large majority of parents rated each characteristic as important or extremely important in providing a quality education.

CONCLUSIONS

Overall inspection of the data suggests the following conclusions:

- Nova students demonstrate a strong degree of initiative in developing individual course schedules. Coursework is often completed in a variety of locations and settings.

- Parents indicate moderately high satisfaction with the quality of the academic program at Nova and with its attention to students' social and emotional needs.

- Because the district does not routinely test all high school students, few conclusions may be drawn about the academic achievement progress of Nova students. Eleventh grade students were tested in fall 1979 and fall 1980 as part of the district's group testing program. For students tested, median reading, language arts and math scores on the California Achievement Test (CAT) were in the average to high average range when compared to the national normative sample. Fall 1981 high school group testing was limited to a sample of district students which did not include students from Nova.

- A preliminary review of graduation credits accrued by students scheduled to graduate in June 1982 suggests that over one-third are at least one semester behind the conventional district schedule and may therefore require additional time to complete work toward a diploma. This group includes some students who have experienced lengthy interruptions in their school enrollment and who enroll at Nova with few credits completed. In the view of Nova staff, many of these students would have dropped out of school permanently if a program such as Nova were not available. It is recommended that program staff periodically review the rate at which students acquire credits after they have enrolled at Nova. Summaries of this information collected over a longer time period would enable clearer statements about students' rates of progress within this program. Furthermore, program staff report that some students choose to complete work toward a diploma in a shorter period of time than the conventional eight semesters. Periodic summaries of students' progress would highlight this pattern as well.

- Although Nova is totally baseline funded and therefore comparable in cost to other district-funded programs, both a .5 F.T.E. program manager's position and a .5 F.T.E. head teacher's position are presently budgeted for program coordination. It is recommended that the functional relationships between these positions be reviewed prior to 1982-83 budget allocations.

APPENDIX A

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Nova Average Rating	All Schools Average Rating	Item
5.0	5.0	Other goals
4.8	4.7	To develop in each child a positive attitude toward learning
4.8	4.7	To develop in students effective decision making and problem solving skills
4.7	4.6	To develop in each child a willingness to try new things and explore a variety of subjects
4.7	4.6	To develop in each child the necessary discipline for self control
4.7	4.6	To develop in each child his/her maximum growth in basic academic skills
4.7	4.8	To maintain and/or enhance a positive self-concept
4.7	4.8	To develop a sense of personal responsibility
4.5	4.7	To develop and enhance each child's creativity

Goals and Objectives (Continued)

Nova Average Rating	All Schools Average Rating	Item
4.2	4.7	To develop in each child his/her ability to work, play and live with other children
4.2	3.7	To develop skills in the use of community resources to achieve one's goals
4.2	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
3.5	3.3	To develop in each student an understanding of the world of work and the variety of jobs available
3.5	3.6	To develop in students an appreciation for art or music
3.3	3.7	To develop in each child skills to enhance his/her physical development
3.3	3.6	To develop in each student an understanding of good management of world resources

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Nova Average Rating	All Schools Average Rating	Item
5.0	4.6	Primary focus on individual progress of each child
5.0	4.5	Use of shared decision-making
5.0	4.4	Use of special student projects
5.0	3.9	Use of learning contracts
5.0	3.3	Use of pass-fail grading
5.0	4.0	Use of student input for the development of curriculum
5.0	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
5.0	4.3	Use of individualized approach to student management
4.8	4.5	Encouragement of self evaluation of students
4.8	4.5	Use of positive adult role models
4.8	4.2	Minimal use of authoritarian tactics
4.8	3.4	Use of partial credit for course-work
4.7	4.4	Use of multi-age grouping
4.5	4.2	Use of community resources
4.5	4.6	Use of whole class meetings to address student problems
4.3	4.2	Use of multidisciplinary lessons
4.2	4.5	Use of multiple instructional options

Instructional and Management Strategies (continued)

Nova Average Rating	All Schools Average Rating	Item
4.1	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
4.0	3.9	Use of anecdotal records for reporting student progress
3.8	3.7	Use of team-teaching
3.7	4.2	Special field trips with a defined focus - science, social studies, etc.
3.7	3.6	Emphasis on districtwide curriculum
3.5	3.6	Use of teacher-made tests
3.3	4.0	Use of cross-age tutoring
3.3	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)
3.0	4.0	Use of classroom volunteers
2.8	3.1	Use of district supplied tests
2.8	4.4	Use of parent conferences to report student progress
2.8	3.7	Use of peer group pressure
2.4	3.1	Use of behavior modification
2.3	2.8	Use of student-staff retreats
2.0	3.3	Use of parents to manage student behavior
1.5	2.3	Use of staff-only retreats
1.5	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

Nova Average Rating	All Schools Average Rating	Item
5.0	3.9	Flexibility of student schedules
5.0	3.7	Class sizes
4.8	4.3	Program administration
4.8	3.2	School control over staff selection
4.8	4.6	Staff commitment to the school
4.7	4.3	Maintaining a cohesive staff who are working as a team
4.7	4.2	Communication among staff
4.5	4.2	Student interest and commitment to school activities
4.4	4.1	Transportation to and from school available from the district
4.3	4.3	Providing adequate learning resources
4.2	4.1	Meeting State Basic Education requirements
4.0	4.3	Maintaining cultural diversity among students
4.0	2.5	Transportation for student activities available from the district
3.8	4.5	Parent-staff relations
3.8	3.1	Communication with other schools in the district
3.8	4.2	Community support for the program

Strengths and Weaknesses (continued)

Nova Average Rating	All Schools Average Rating	Item
3.7	4.0	Meeting district curriculum requirements
3.5	3.9	Communications with the community
3.5	3.7	Maintaining cultural diversity of staff
3.3	2.3	Adequacy of the school building where the program is housed to meet the needs of the program
3.3	3.6	Communications with the school district
2.3	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
2.2	2.4	District support for the program

APPENDIX B

PARENT SURVEY RESULTS*

1. How did you learn about this school? (multiple responses permitted)

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. When selecting a program for your child in the Seattle Public Schools, was this program:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. If your child's current school was <u>not</u> your first choice, what school or program was?

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

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PARENT SURVEY RESULTS - Continued*

4. Please indicate the number of school aged children you have enrolled in each of the following:

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	7[illegible]1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.0	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

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PARENT SURVEY RESULTS - Continued*

5. If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. How many years have you as a parent been involved with this alternative school?

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

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PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	22.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	34.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibilty within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	9.5	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	29.0
(b) Important	61.0	57.9	57.4	52.0	56.2	48.4
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	36.0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

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CASE STUDIES OF SELECTED ALTERNATIVE SCHOOLS
SUMMIT K-12

REPORT NO. 82-10F
MAY 1982

MARIAN WOOTTEN
TOM MATTHEWS
SUSAN FONG (PROJECT COORDINATOR)

Division of Evaluation Services

Department of Planning, Research & Evaluation

SEATTLE PUBLIC SCHOOLS

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INTRODUCTION

In December 1981 Dr. Dorothy Magett, Assistant Superintendent of Curriculum and Instruction, requested that the Research and Evaluation Office conduct formal evaluations of selected alternative schools. The schools designated for study were Nova, Summit K-12, Alternative School #1, Alternative Elementary School II, Alternative Elementary School III, and Orca. Questions to be addressed for each program were specified in a written agreement between the Divisions of Curriculum and Instruction and Evaluation Services. This agreement was also reviewed and signed by Dr. Steele.

The major purpose of this evaluation was stated in the project agreement as follows:

> This study will describe the distinctive characteristics of alternative education programs by examining program philosophy and goals, curriculum processes, teaching methodologies, and expected learning outcomes. Information generated through this study may facilitate program review and modification, budget preparation, and accurate communication regarding the objectives, attainments, and costs of the programs being studied.

The agreement also specified a deadline of April 1982 for completion of these studies. To provide input to the various phases of these studies, Dr. Magett appointed a project advisory group representing a variety of departments within the Division of Curriculum and Instruction. Members of the Advisory Group and the departments or offices that they represented were Joan Armitage, Student Placement; Henry Caldwell, Elementary Education; Linda Cox, Special Education; Bruce Fowler, Integration and Special Programs; Jim Grob, Assistant to Dr. Magett; Paul Hoerlein, Program Development; and Bette Hyde, Student Services. At the request of the Alternative Schools Coalition, Dr. Steele invited Mary Ann Goe to represent the Coalition as part of this advisory group.

Richard Andrews, Professor of Educational Administration in the School of Education, the University of Washington, was retained to complete an independent review of this project. Professor Andrews provided review of three components of the study: the project design, the instruments developed to collect data, and the program case studies and conclusions.

The three month timeline specified for completion of this project forced certain constraints on the scope and design of the studies. Most significant was that information on the outcomes for students participating in these programs was limited to data already on hand. Degree of student attainment of program objectives such as the development of self-esteem and a sense of personal responsibility could not be measured satisfactorily in this short time. Additionally, baseline data could not be collected on a sufficient number of "regular" (non-alternative) school programs to enable comparisons that would identify the most significant differences between the alternative programs under study and the "regular" school program. A second phase of study would be required to overcome these limitations.

This report is one of the six case studies completed for this project. Consistent with the project design, few comparisons are drawn across programs. The focus is on describing the distinctive features of this program, primarily as perceived by program staff and parents of students enrolled in the program.

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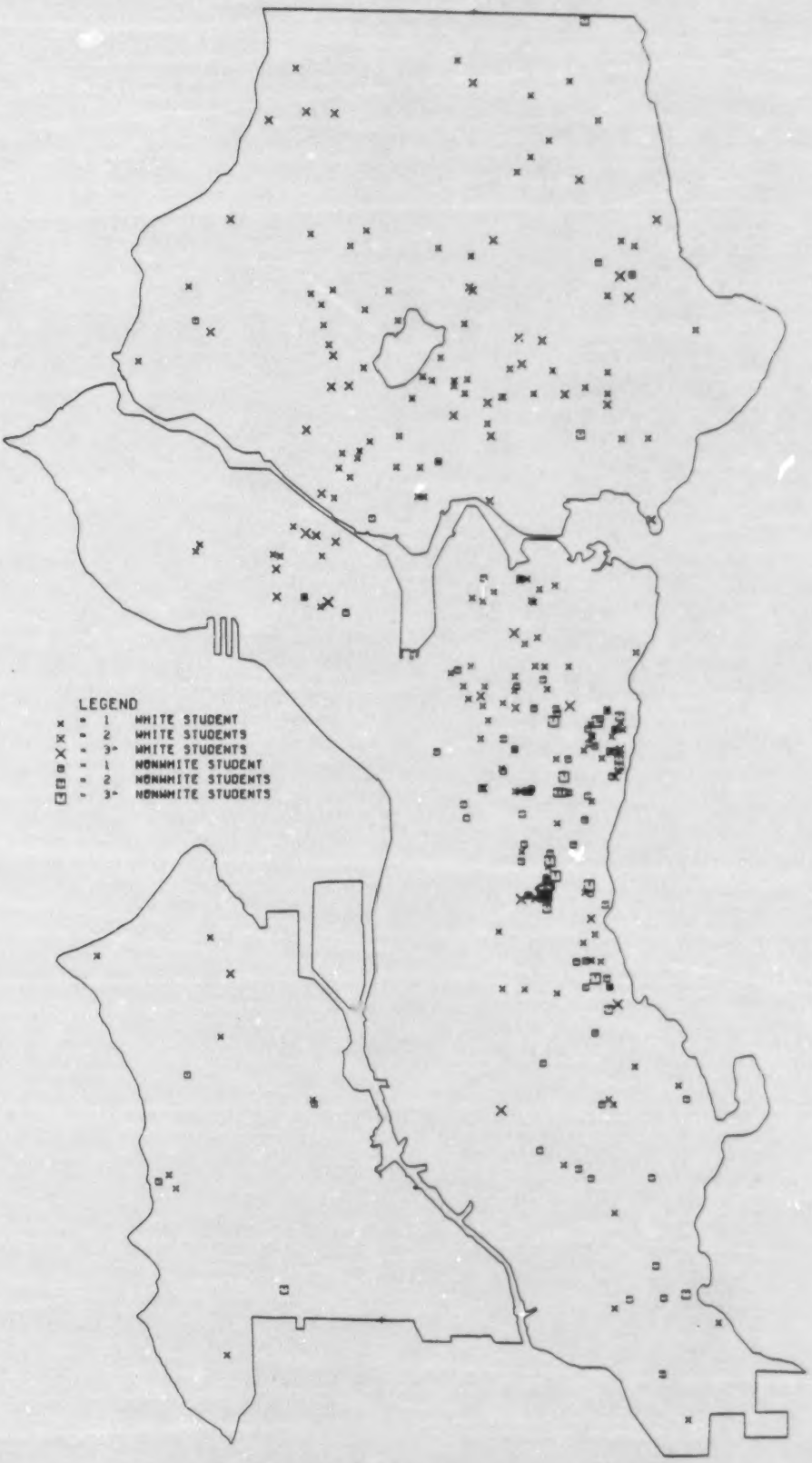
FIGURE A



STUDENTS IN SUMMIT K-12 2/22/82

SUMMIT K-12

Student Background Characteristics and Program Enrollment

Summit K-12 is the largest of Seattle's alternative schools. It is housed alone at the Colman School building. It is the only Seattle Public school that encompasses all 13 grades from kindergarten through grade 12. It therefore offers a unique opportunity for program continuity. Students who have completed the highest grade level in any alternative program have priority consideration for placement at Summit. In February 1982, 359 students were enrolled.

Summit K-12 is an all city option. Figure A displays the residential distribution of white and minority students enrolled at Summit in the 1981-82 school year. Students attend from all areas of Seattle. Currently, eight Associated school busses are required to transport elementary students, and Metro passes are used for secondary school students. The approximate cost of Associated Bus transportation is $5.31 per student per day. This amount is 84 cents higher per day than the average of $4.47 per student per day for elementary option programs.

According to enrollment records on centralized computer records and information provided by Student Placement Office Personnel, Summit K-12 has a moderately low rate of student turnover. Over the last two school years, approximately one-fourth of the students withdrew each year for voluntary reasons. Students in the high school grades were more mobile than students at lower grade levels.

Characteristics of Summit K-12 students are found in Table 1. In 1981-82, approximately half the students are male and half are female. Close to two-thirds of the students are white, one-fourth are black, and a small proportion each are Hispanic, Native American, and Asian. Forty-nine percent live with two-parent families and 46 percent live with single parent families. Two percent are bilingual students who are already proficient in English. Thirty-nine percent are eligible for free or reduced-price lunch.

Facilities

The most important characteristic of the Summit location (formerly Colman school) is that it is centrally located. However, in the opinion of staff members, the facility does not meet the requirements of a program that serves students at three levels of instruction - elementary, middle, and high school. Staff feel that the facility is not a positive feature of the program.

Staff Characteristics and Program Budgeting

Table 2 summarizes the background characteristics of staff members at Summit and the teaching experience that they had accrued in Washington State prior to the 1981-82 school year. These figures indicate that the ethnic diversity among staff is similar to that among the student population of the program. Average

TABLE 1

ALTERNATIVE SCHOOL STUDENT CHARACTERISTICS: FEBRUARY 1982

	Percent in each School						
	AS #1 (N=113)	AES II (N=201)	AES III (N=101)	Summit K-12 (N=359)	Orca (N=173)	Nova (N=94)	District
Sex							
Male	69.9*	51.6	53.1	51.4	50.8	38.9	52.2
Female	30.1	48.4	46.9	48.6	49.2	61.1*	47.8
Ethnic Group							
Hispanic	7.1*	8.5*	23.9*	2.6	11.0*	3.2	4.2
Native Amer.	7.1*	5.2*	0.9	3.5	3.9	5.6*	2.8
Asian	1.8**	12.7	0.9**	3.3**	3.9**	3.2**	17.7
Black	19.5	9.9**	14.2**	23.6	18.8	13.5**	22.0
White	64.6	62.4	60.2	66.4	62.4	74.6*	53.1
Students Live With							
Alone	-	-	-	-	-	7.9*	0.46
Both Parents	27.4	54.0	54.0	49.3	50.3	21.4	58.43
Father Only	8.8*	2.3	1.8	3.5	2.2	10.3*	3.63
Mother Only	57.5*	43.2*	43.4*	43.5*	46.4*	49.2*	31.78
Guardian	5.3	0.5	0.9	3.7	1.1	7.1	5.08
Married	-	-	-	-	-	4.0*	0.13
Other	-	-	-	-	-	-	0.13
Special Education	-	1.9	3.5	0.5	2.2	-	6.7
Bilingual Students' Fluency							
Nonfluent	-	-	7.0	-	-	-	8.0
Fluent	1.0	12.0	6.9	2.2	2.3	4.3	10.0
Free & Reduced-Price Lunch	64.6*	25.8**	35.1	39.5	39.3	11.9** (no lunch at site)	37.5

* Over representation in comparison to average District patterns.

** Under representation in comparison to average District patterns.

Note:
District free and reduced-price lunch eligibility: Secondary students, 32%; elementary students, 41%.

TABLE 2

CHARACTERISTICS OF ALTERNATIVE SCHOOL STAFF[1]
SUMMIT K-12

Characteristic	Administrators	Teachers	Certificated Support Staff	Paraprofessional	TOTAL
Number of Employees*	1	21	3	1	26
Ethnic:					
Asian/ Pacific Is.		1	1		2 (7.7%)
Black	1	2	1	1	5 (19.2%)
Hispanic		1			1 (3.8%)
Native Amer.		1			1 (3.8%)
White		16	1		17 (65.4%)
Sex:					
Female		8	2		10 (38.5%)
Male	1	13	1	1	16 (61.5%)
Average Age	36	39.6	46	44	40.4
Level of Education:					
BA		13		1	14 (53.9%)
MA		8	3		11 (42.3%)
Ph.D	1				1 (3.8%)
Average Length of Experience**	12	11.6	12.6	11.2	11.7
Average Years in Alternative School	5	2.5	3.6	2	2.7
Average Years in Present School	4	1.9	2.6	1	2.0

[1] Data compiled by the District's Personnel Data Services Office.

* Expressed as head count.

** Based on total amount of experience in Washington State schools prior to the start of the 1981-82 school year.

Note: Certificated Support Staff - Non-teaching certificated employees (e.g., psychologist, librarians, etc.)
Paraprofessionals - Instructional classroom support staff. This does not include clerical personnel.

TABLE 3

DISTRIBUTION OF FILLED F.T.E.1
STAFF POSITIONS BUDGETED TO:

Summit K-12

From Baseline and Categorical Funds
(February 1982)

	F.T.E. Staff by Funding		
Staff Duties	Baseline	Categorical	TOTAL
Program Administration	1.0		1.0
Classroom Instruction			
Certificated	14.5	5.0*	19.5
Classified		.68*	.68
Support Services			
Certificated	2.0	1.0*	3.0
Classified	1.2	.846*	2.1
TOTALS	18.7	7.5	26.2

1 Data compiled from District Budget Office reports and interviews with program staff.

* ESAA Title VI Magnet Funds

length of teaching experience prior to the 1981-82 school year was high; average experience in alternative schools was substantially less. Averages pertaining to total alternative school experience and to experience at Summit are apparently lowered by substantial staff turnover at the secondary level, where teachers are also reportedly less experienced in alternative schools than are Summit elementary level teachers.

Table 3 displays the distribution of F.T.E. staff positions by general funding category (baseline and categorical) for the 1981-82 school year. This summary indicates that in addition to receiving a full allocation of baseline staff assigned according to districtwide staffing guidelines, Summit received 7.5 F.T.E. positions from ESAA Title VI Magnet Funds. During the present year, over 25 percent of the total F.T.E. teaching positions are categorically funded.

Since 1977-78, the first year of substantial federal funding in the District for desegregation magnet programs, this funding has declined steadily. Summit has therefore experienced a steady reduction in total staff positions available, with a subsequent reduction in the variety of course offerings for students, particularly at the secondary level. According to the building principal, complete elimination of the staff positions presently funded by Title VI would severely jeopardize the secondary program, in that requirements for certificated staff with appropriate subject matter concentrations to cover all areas needed for graduation would be difficult to fulfill.

Program Goals and Implementation

The Summit program emphasizes the use of individualized attention, direction, and support in its instructional programs. Goals and objectives are summarized below, as stated in documents supplied by the program manager:

1. Teach the basic skills including reading, writing, arithmetic, science, social studies, the arts, responsibilties, and relationships.

2. Develop decision-making and problem solving skills: understanding process, living with consequences, taking responsibility, being involved in actual experiences such as Governing Board, committee work and classroom planning.

3. Provide exposure to our pluralistic world: variety of ideas, experiences, people, cultures, ages, philosophies.

4. Share responsibility for the development and management of our program: students, parents, staff.

5. Create a balance between the development of the individual and the needs of the total group: developing a sense of self-direction, pursuing personal interests, being an effective group member.

6. Emphasize respect for and ability to get along with people with whom we live and work: effective communication skills, understanding variety of and importance of personal relationships and behavior appropriate to each.

7. Work toward an understanding of change and how to adapt to change: innovative problem solving, continuous learning, considering a variety of alternatives, willingness to risk.

8. Expose students to experience in as many areas as possible ("taste the spinach: try it--you might like it."); knowledge upon which to base decisions.

9. Incorporate the use of multiple techniques to develop understanding of concepts: using different view points; different techniques--lecture, experiential, hands-on; classroom approaches, field-study approaches; individual work, group work, etc. etc. etc.

10. Develop skills for good management of personal and world resources: personal finances, skills, talents, time, etc.--world food, energy, environment, (our responsibility to all people), etc.

11. Provide programming for the whole person: deliberately establishing experiences that relate to development of skills for social interaction, creative expression, recreational interests; mental, physical, emotional health; looking at developmental progression.

12. Coordinate all components of environment that make this a learning place: people, ideas, activities, experiences, as well as physical plant; flexible, challenging, caring.

13. Develop skills needed to find and keep work that is personally and financially satisfying: good solid basic skills, knowledge of job possibilities, on-the-job personal and social skills, vocational skills.

14. Actively use community resources: medical needs, employment, housing, transportation, recreation, child care, education, information, etc.

To implement the objectives described above, the following strategies are used:

1. Curriculum offerings include innovative instruction such as the community as a classroom; where field trips are more the rule than the exception; where parents' and volunteers' involvement are more the rule than the exception; where classes are offered in interdisciplinary format not only in academic areas but "affective"

areas in which teachers function as counselor/resource person/coordinator in the individual learning program for students.

2. Class Groupings. Summit maximizes the positive modeling, student tutoring and maturational/maturity differences by using the peer group. All classes are multi-age grouped ranging from 3 to 13 age levels. In social situations the advantage of K-12 structure is the modeling as indicated, the opportunity to develop, define and redefine individual learning styles and to allow students a greater opportunity to expand or "peak-out" according to his or her personality style.

3. Amounts and kinds of parent participation. Parent participation is heightened by the continuity of their efforts in one school, and by the opportunity for that participation to occur in all phases of the school's operation: decision making, instructional program, discipline and program policies.

   Staff-student ratios are diversified in terms of particular learning activities, i.e., information or knowledge-sharing activities may have student-teacher ratios varying from 30 to 50. Student participatory hands-on experiences may have ratios of 1 to 5.

Elementary classes consist of multi-age student groupings representing about three conventional grade levels. Basic skills are taught daily. Classrooms usually include learning centers designed to encourage students to choose special subjects to study independently or in small groups for a portion of the school day. Elementary classes are largely self-contained. Middle school and high school students provide tutoring and assistance with small group projects.

At the middle school and high school levels, students select a core classroom for two hours of instruction per day. Each core offers interdisciplinary instruction organized around a different broad theme. Students generally choose the remainder of their courses from offerings at Summit, or other Seattle high schools; work to be completed is specified in individually developed learning contracts.

Staff Survey Results

In February 1982, a survey was conducted of classroom staff in the Summit program. One purpose of this survey was to determine the relative degree of emphasis given to some of the many goals and objectives listed above. Surveys were returned by 17 classroom instructors, or 77 percent of the total. (Staff were asked to rate their instructional emphasis on each item according to a 5-point scale with the following descriptors: 1=No Emphasis; 3=Moderate Emphasis; 5=Heavy Emphasis.)

TABLE 4

HIGHEST AND LOWEST AVERAGE RATINGS BY STAFF OF GOALS, INSTRUCTIONAL METHODS AND PROGRAM STRENGTHS AND WEAKNESSES FOR:

SUMMIT K-12

Item Category	Average* Rating	Instructional Goals and Objectives	Average* Rating	Instructional/Management Methods	Average** Rating	Program Strengths and Weaknesses
Items Rated Highest by Staff	4.8	To develop a sense of personal responsibility	4.7	Use of learning contracts	4.5	Maintaining cultural diversity among students
	4.7	To maintain and/or enhance a positive self-concept	4.6	Use of multi-age grouping	4.4	Transportation to and from school available from the district
	4.5	To develop in each child a willingness to try new things and explore a variety of subjects	4.5	Use of parent conferences to report student progress	4.1	Parent-staff relations
	4.5	To develop in each child his/her ability to work, play and live with other children	4.5	Primary focus on individual progress of each child	4.1	Community support for the program
	4.5	To develop in students effective decision making and problem solving skills	4.4	Use of shared decision-making		
	4.5	To develop and enhance each child's creativity	4.4	Use of multiple instructional options		
Items Rated Lowest by Staff	3.3	To develop in each student an understanding of the world of work and the variety of jobs available	2.8	Use of staff-parent retreats for the development of program relationships and/or curriculum	2.3	School control over staff selection
	3.2	To develop in each child skills to enhance his/her physical development	2.0	Use of staff-only retreats	2.2	District support for the program
	3.2	To develop in each student an understanding of good management of world resources			2.1	Adequacy of the play areas in and around the school to meet the needs of the program
	2.9	To develop in students an appreciation for art or music			1.5	Adequacy of the school building where the program is housed to meet the needs of the program

* Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis

** Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs Some Improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of Our Real Strengths

Table 4 summarizes items rated highest and lowest.[1] According to Summit staff members, the majority of goals and objectives listed on the survey received strong or very heavy emphasis in their program. Items given the highest ratings were development of students' sense of personal responsibility; maintenance/enhancement of a positive self-concept; development of students' willingness to try and explore new things; development of skills in getting along with others; development of decision-making and problem-solving skills; and developing students' creativity. Goals receiving only moderate emphasis included the development of students' physical skills; management of world resources; and appreciation of art and music.

Another section of the survey addressed instructional and management strategies. Summit respondents indicated the strongest emphases on the use of multiple instructional options; shared decision-making; multi-age groupings for instruction; the use of learning contracts; and a primary focus on basing instruction on students' individual progress. Parent conferences are also emphasized as a way of reporting student progress. The use of various kinds of retreats and the use of parents to manage student behavior were rated as receiving the least emphasis in comparison to other strategies listed.

Student Evaluation Procedures

Procedures used to measure student progress toward program objectives include:

1. Seattle School District guidelines to insure academic progress at each grade level in basic skills. This includes Student Learning Objectives checklists.

2. Secondary graduation requirements.

3. Seattle School District achievement tests--Summit K-12 uses all of the District's normative tests.

4. Progress reports: These include Summit K-12's own individualized performance reports that are sent home at least four times a year.

All standardized tests endorsed and directed by the District including CAT, Metropolitan Readiness Test, and minimum competency tests for elementary, middle and high school students are routinely administered. W.S.C.T., PSAT & SAT are also administered and upon request by parents or with parents' permission, individual intelligence tests are given.

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1 See Appendix A for mean ratings on all items included in the survey.

TABLE 5

SUMMIT K-12 FALL TO SPRING (REPEATED) CAT MEDIAN PERCENTILE SCORES:
1979-80 AND 1980-81

MEDIAN PERCENTILE SCORES

	1979-80						1980-81					
	Total Reading		Total Language		Total Math		Total Reading		Total Language		Total Math	
Grade	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)	Fall	Spring (N)
2	68.2	64.0 (17)	33.0	28.5 (20)	50.5	37.5 (20)	36.0	55.0 (18)	23.0	41.5 (12)	41.0	54.0 (16)
3	79.0	90.0 (17)	63.0	86.0 (20)	85.0	85.5 (20)	82.5	68.5 (18)	65.5	81.2 (19)	87.0	77.5 (17)
4	64.2	72.0 (21)	49.5	44.0 (21)	54.5	57.5 (20)	83.0	79.7 (23)	60.0	69.5 (20)	74.5	73.5 (22)
5	82.0	83.0 (24)	60.2	69.0 (27)	64.7	60.0 (25)	66.0	52.0 (27)	48.0	73.7 (27)	40.0	53.0 (27)
6	*		*		*		88.0	87.0 (27)	74.0	76.0 (27)	79.5	82.5 (26)
7	*		*		*		67.0	65.5 (38)	50.8	60.3 (38)	58.0	73.0 (37)
8	*		*		*		72.5	79.0 (34)	73.0	81.5 (30)	79.7	83.0 (31)

* No data were available.

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PROGRAM OUTCOMES

California Achievement Test (CAT) Scores

Table 5 presents the fall to spring CAT Total Reading, Total Language, and Total Math median percentile scores for Summit K-12 students enrolled in 1979-80 and/or 1980-81. Only students with both fall and spring CAT subtest scores were included in the data. In 1979-80, only students in grades 2 through 5 were tested with the CAT in both fall and spring; in 1980-81, grades 2 through 8 were tested. Data in these tables suggested that students enrolled at Summit K-12 generally achieved at or above the national normative sample in Total Reading, Total Language, and Total Math in both fall and spring of the two year period included in these analyses. Several exceptions were noted. In 1979-80, grade 2 students scored below the national median in language arts in the fall and spring and below the national median in math in the spring; grade 4 students scored below the national median in language arts in the spring. In 1980-81, grade 2 students scored below the national median in reading, language arts, and math in the fall and below the national median in language arts in the spring; grade 5 students scored below the national median in language arts in the spring and below the national median in math in the fall.

Fall to spring CAT subtest gains and losses were estimated using Wilcoxon Matched-Pairs Signed-Ranks Test. Results of these analyses are presented in Table 6. Students' fall scores were compared with their spring scores for each of the full school years included in these analyses. In 1979-80 and 1980-81, Summit K-12 students generally maintained their average to high average levels of achievement from fall to spring across all grades tested. In 1979-80, scores increased significantly in grade 3 language arts and dropped significantly in grades 2 and 5 math. In 1980-81, scores increased significantly in grade 2 reading and math, grade 5 math, grade 7 language arts, and grade 8 reading and math.

To estimate the relationship of long term enrollment in Summit K-12 and academic achievement, CAT scores of students enrolled in fall, 1979 were compared with the same students' CAT scores in fall, 1981. Table 7 provides a grade-by-grade breakdown of median scores and Table 9 provides combined median scores of students at all grade levels who remained enrolled in Summit K-12 for this time period. Data in Table 7 indicated that with the exception of students currently enrolled in grade 6, Summit students' median percentile scores were above the national average in fall, 1979. The level of performance tended to either remain stable or improve over the two year period. Students currently enrolled in grade 6 were below the national median in 1979, but in fall 1981 improved their scores so that their median performance was at or above that of the national norm group. Analyses of fall 1979 to fall 1981 gains by means of the Wilcoxon Matched-Pairs Signed-Ranks Test indicated that students currently in grades 4, 6, and 7 made significant improvement in their reading scores; students currently in grades 6 and 7 made significant improvement in their language arts scores; and students currently in grades 6 and 7 made significant improvement in their math scores. Results of these analyses are found in Table 8.

TABLE 6

SUMMIT K-12 STUDENTS' FALL TO SPRING CHANGES IN CAT ACHIEVEMENT LEVELS ESTIMATED BY THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST: 1979-80 AND 1980-81

	FALL TO SPRING CHANGES†					
	1979-80			1980-81		
Grade	Total Reading (N)	Total Language (N)	Total Math (N)	Total Reading (N)	Total Language (N)	Total Math (N)
2	* (17)	* (20)	- (20)	+ (18)	* (12)	+ (16)
3	* (17)	+ (20)	* (20)	* (18)	* (19)	* (17)
4	* (21)	* (21)	* (20)	* (23)	* (20)	* (22)
5	* (24)	* (27)	- (25)	* (27)	* (27)	+ (27)
6	(No Data)			* (27)	* (27)	* (26)
7	(No Data)			* (38)	+ (38)	* (37)
8	(No Data)			+ (34)	* (30)	+ (31)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

TABLE 7

SUMMIT K-12 MEDIAN PERCENTILE SCORES OF STUDENTS
ENROLLED FROM FALL 1979 TO FALL 1981 BY GRADE

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
Grades 2-4	68.0	80.0 (9)	57.0	79.5 (9)	92.0	87.0 (7)
Grades 3-5	79.5	80.5 (12)	67.0	69.7 (14)	85.0	80.5 (12)
Grades 4-6	35.5	63.0 (14)	32.0	55.0 (16)	42.5	52.0 (16)
Grades 5-7	76.0	89.0 (13)	61.5	81.0 (14)	65.0	73.5 (14)
Grades 6-8	69.0	60.0 (15)	35.0	57.0 (15)	70.5	65.5 (12)

TABLE 8

CHANGES IN SUMMIT K-12 STUDENTS' CAT ACHIEVEMENT LEVELS
FROM FALL 1979 TO FALL 1981, ESTIMATED BY
THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
2 - 4	+	(9)	*	(9)	*	(7)
3 - 5	*	(12)	*	(14)	*	(12)
4 - 6	+	(14)	+	(16)	+	(16)
5 - 7	+	(13)	+	(14)	+	(14)
6 - 8	*	(15)	*	(15)	*	(12)

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

Table 9 gives the pooled CAT median percentiles of Summit students in all grades tested both in fall 1979 and fall 1981, and Table 10 gives gains estimated by the Wilcoxon Test. These data indicate that the reading, language, and math median percentiles of all Summit students studied during this time period were above that of the national normative sample and above that of the entire Seattle School District, with the exception of fall 1979 language arts. These data indicate that across all grades tested, Summit K-12 students, on the average, made significant positive gains in reading and language arts and maintained their above average level of achievement in math.

Graduation Credits

A preliminary review of graduation credits accrued through February 1982 indicated that 15 Summit students, or 15 percent of the grades 9 through 12 enrollment, are scheduled to graduate in June 1982. Of these students, three (or 20 percent) were one semester or more behind schedule in the accumulation of required credits. The preliminary conclusion is that a substantial majority of 12th grade students at Summit are "on schedule" in conventional District terms in completing requirements toward graduation.

Parent Survey Results

A total of 150 parents or guardians of Summit K-12 students responded to the Parent/Guardian Survey administered in February 1982, for a response rate of 53 percent.

Appendix B provides a tabulation of parents' responses to each item on this survey. Of the respondents, 40.7 percent indicated that they learned about alternative schools through conversations with other parents of children enrolled in alternative programs; 14 percent had conferences with District personnel; 24 percent received information through District publications; and 36.7 percent had information from other, diverse sources. Respondents marked as many choices as were appropriate.

Eighty-nine percent of the parents stated that Summit K-12 was their first choice when selecting a program in the Seattle Public Schools and eight percent stated it was their second choice. Two parents indicated it was either their third or fourth choice, and two parents did not respond to the question.

Slightly less than two-thirds of the parents indicated that they had one child enrolled at Summit K-12 and over one-third had more than one child enrolled. Several of the respondents had other children who were enrolled in other alternative programs, regular classroom programs, other educational options, special needs programs, or private schools. If other siblings did not attend an alternative school, parents were asked to explain why. Six percent said their children chose not to attend, 4 percent said there were no vacancies in desired alternative programs; 8.7 percent indicated that other programs were more appropriate; and 2 percent said their other children required special needs programs.

TABLE 9

CAT MEDIAN PERCENTILE SCORES OF STUDENTS† ENROLLED IN ALTERNATIVE SCHOOLS FROM FALL 1979 TO FALL 1981: ALL GRADES COMBINED

	CAT MEDIAN PERCENTILES					
	Total Reading		Total Language		Total Math	
	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)	Fall '79	Fall '81 (N)
AS #1	*		*		*	
AES II	55.0	83.7 (49)	49.9	74.5 (54)	67.5	63.5 (50)
AES III	**		**		**	
Summit K-12	72.5	81.7 (64)	54.2	71.0 (69)	70.5	73.5 (62)
Orca	63.5	69.5 (26)	69.7	65.0 (27)	70.0	50.0 (27)
Nova		*		*		*
DISTRICT	61.6	65.6 (10,515)	57.0	63.5 (10,539)	62.1	61.9 (10,515)
NATIONAL	50.0	50.0	50.0	50.0	50.0	50.0

* No data were available.

** Too few students.

† Only students with both fall 1979 and fall 1981 scores were included in this table.

TABLE 10

CHANGES IN ALTERNATIVE SCHOOL STUDENTS' CAT ACHIEVEMENT LEVELS
FROM FALL 1979 TO FALL 1981, ESTIMATED BY
THE WILCOXON MATCHED-PAIRS SIGNED-RANKS TEST:
ALL GRADES COMBINED

	FALL 1979 TO FALL 1981 CHANGES†					
Grade	Total Reading	(N)	Total Language	(N)	Total Math	(N)
AS #1	(No Data)		(No Data)		(No Data)	
AES II	+	(49)	+	(54)	*	(50)
AES III	(Sample too small)		(Sample too small)		(Sample too small)	
Summit K-12	+	(64)	+	(69)	*	(62)
Day/Orca	*	(26)	*	(27)	*	(27)
Nova	(Sample too small)		(Sample too small)		(Sample too small)	

† Note:
An asterisk (*) indicates that on the average, students' performance on the fall CAT accurately predicted their performance on the spring CAT - i.e., students showed progress roughly consistent with that of the national sample;

A plus sign (+) indicates that on the average students significantly increased their achievement levels from fall to spring ($p \leq .05$);

A minus sign (-) indicates that on the average, students significantly decreased their achievement levels from fall to spring ($p \leq .05$).

Parents were asked where they would want their children enrolled if Seattle's alternative schools were not available. Three-fourths responded that they would prefer either a special option program or a private school. Only 6 percent indicated that they would want their children enrolled in regular District classes.

Half of the respondents had been involved in Summit for two years or less; 11 percent had been involved for 5 years or more. Sixty-one percent said they had helped with field trips, 35.3 percent had assisted in class, 26.7 percent had assisted in school policy matters, 34 percent had been involved in fund raising, 20 percent had served on parent activity committees, and 15.3 percent had helped in other unspecified ways.

Respondents were asked to rate Summit K-12 in terms of its overall effectiveness in meeting students academic needs. Thirty-nine percent gave ratings of excellent, 48 percent gave ratings of good, and 6 percent gave ratings of adequate. Only 4 percent gave ratings of fair or very poor. Parents were also asked to rate the overall effectiveness of Summit K-12 in meeting students social/emotional needs. Fifty-four percent gave ratings of excellent, 32.7 percent gave ratings of good, and 10.7 percent gave ratings of acceptable. Two percent gave ratings of fair or very poor.

Parents were then asked to rate 22 characteristics of the school related to teaching methods, the curriculum, the physical environment, the social/emotional environment, opportunity for growth of cultural awareness, assessment of student learning, and opportunity for parental involvement, on a 5-point scale ranging from excellent to very poor. A large majority of parents gave ratings of either good or excellent to all 22 characteristics. In addition, parents were asked to rate the importance of each of the 22 characteristics in providing a quality education for their children. Again, a large majority rated all 22 characteristics as being important or extremely important.

Program Strengths and Weaknesses

One section of the staff survey requested objective ratings of program strengths and weaknesses. According to respondents, the areas in need of some improvement at Summit include the program site and play areas; district support for the program and Summit's communication with other schools; and school control over staff selection.

Areas rated as those in which the program was doing a good job included maintaining cultural diversity among students; parent-staff relations and community support; and maintaining the cultural diversity of the program staff.

In an open-ended section of the survey, instructional staff were asked to list the outstanding strengths of the Summit program. Among those listed were: (1) the diversity of age groups and ethnic backgrounds that students represent; (2) the opportunities for multi-age instruction and K-12 continuity; (3) opportunities for student decision-making and self-directed learning, plus the emphasis on students' responsibility for their own behavior; 4) staff commitment and

parent support, and 5) the diversity of instructional approaches, including the use of community resources.

Among the improvements needed in the program, staff cited the following areas: (1) staff turnover and split assignments with other schools at the secondary level; (2) the involuntary assignment of some secondary students, which was cited as a reason for their lack of motivation; (3) class overloads, lack of materials, and inadequate facilities; (4) lack of long-range program planning and coordination, staff in-service training, and regular planning time.

CONCLUSIONS

Overall inspection of the data suggests the following conclusions:

- Although the Summit program emphasizes K-12 continuity, there are important differences in staffing requirements and in parent concerns between the elementary and secondary components of the program. These differences were not examined systematically in this study, since they did not emerge as a clear pattern until data had already been collected.

- Students in the elementary program at Summit who have been included in the district's group testing program show average to above average basic skills achievement in comparison to the national normative sample for the California Achievement Test (CAT) and demonstrate greater than average achievement progress in reading and language arts when compared to the national sample. The majority of current twelfth grade students appear to be on schedule in completing graduation requirements.

- Summit was developed in its present K-12 grade configuration as an all-city option program heavily dependent on categorical funds. Successive reductions in these funds since 1979-80, at the rate of $100,000 per year, have led to concurrent reductions in the F.T.E. staffing for the program. The total elimination of Title VI categorical funding for 1982-83 without at least partial replacement from another source would require substantial re-design of the high school program. Students would become significantly more reliant on other Seattle high schools and on community resources to provide required courses not available at Summit. District managers must weigh the school's success in fulfilling desegregation goals and in offering a unique grade-level span against the additional costs of the high school program in its present form.

APPENDIX A

SUMMIT K-12

Staff Questionnaire

Instructional staff at each alternative school were surveyed to obtain indicaters of emphasis placed on certain goals and objectives, and on instructional and management strategies. The strengths and weaknesses of each program were also rated. Average ratings for each item are shown below in the left-hand column. Those items which received the greatest emphasis or were viewed as a real strength are presented at the top of the list. In the right-hand column is the average rating given to each item by the combined staff of all six programs in this study.

Goals and Objectives

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Summit K-12 Average Rating	All Schools Average Rating	Item
4.8	4.8	To develop a sense of personal responsibility
4.7	4.8	To maintain and/or enhance a positive self-concept
4.5	4.6	To develop in each child a willingness to try new things and explore a variety of subjects
4.5	4.7	To develop in each child his/her ability to work, play and live with other children
4.5	4.7	To develop in students effective decision making and problem solving skills
4.5	4.7	To develop and enhance each child's creativity
4.4	4.7	To develop in each child a positive attitude toward learning
4.4	4.6	To develop in each child his/her maximum growth in basic academic skills

Goals and Objectives (Continued)

Summit K-12 Average Rating	All Schools Average Rating	Item
4.4	4.5	To develop in students an appreciation for people of different races, cultures, and/or religions
4.3	4.6	To develop in each child the necessary discipline for self control
3.6	4.6	To develop skills in the use of community resources to achieve one's goals
3.3	3.3	To develop in each student an understanding of the world of work and the variety of jobs available
3.2	3.7	To develop in each child skills to enhance his/her physical development
3.2	3.6	To develop in each student an understanding of good management of world resources
2.9	3.6	To develop in students an appreciation for art or music

Instructional and Management Strategies

(Rating Scale: 1 = No Emphasis, 3 = Moderate Emphasis, 5 = Heavy Emphasis.)

Summit K-12 Average Rating	All Schools Average Rating	Item
4.7	3.9	Use of learning contracts
4.6	4.4	Use of multi-age grouping
4.5	4.4	Use of parent conferences to report student progress
4.5	4.6	Primary focus on individual progress of each child
4.4	4.5	Use of shared decision-making
4.4	4.5	Use of multiple instructional options
4.3	4.2	Special field trips with a defined focus - science, social studies, etc.
4.3	4.6	Flexible grouping - all class, small groups, individuals -- depending upon what is being taught
4.3	3.4	Use of partial credit for course-work
4.2	4.4	Use of special student projects
4.2	4.2	Use of community resources
4.2	3.3	Use of pass-fail grading
4.2	4.2	Minimal use of authoritarian tactics
4.2	4.5	Encouragement of self evaluation of students
4.2	4.1	Integration of multi-ethnic concepts in basic skills areas (reading, writing, and arithmetic)

Instructional and Management Strategies (continued)

Summit K-12 Average Rating	All Schools Average Rating	Item
4.2	4.5	Use of positive adult role models
4.2	4.3	Use of individualized approach to student management
4.1	4.0	Use of cross-age tutoring
4.1	4.6	Use of whole class meetings to address student problems
4.1	4.4	Use of discussion groups to solve pupil-to-pupil conflicts
4.0	4.0	Use of student input for the development of curriculum
3.9	4.2	Use of multidisciplinary lessons
3.9	4.0	Use of classroom volunteers
3.9	3.6	Use of teacher-made tests
3.8	3.9	Use of anecdotal records for reporting student progress
3.7	3.7	Use of peer group pressure
3.6	3.1	Use of district supplied tests
3.6	3.1	Use of behavior modification
3.5	3.7	Use of team-teaching
3.4	3.6	Emphasis on districtwide curriculum
3.3	2.8	Use of student-staff retreats
3.3	3.3	Use of parents to manage student behavior
2.8	2.7	Use of staff-parent retreats for the development of program relationships and/or curriculum
2.0	2.3	Use of staff-only retreats

Strengths and Weaknesses

(Rating Scale: 1 = Needs Considerable Improvement, 2 = Needs some improvement, 3 = Okay, 4 = Doing a Good Job, 5 = One of our Real Strengths.)

Summit K-12 Average Rating	All Schools Average Rating	Item
4.5	4.3	Maintaining cultural diversity among students
4.4	4.1	Transportation to and from school available from the district
4.1	4.5	Parent-staff relations
4.1	4.2	Community support for the program
4.0	3.7	Maintaining cultural diversity of staff
3.8	4.3	Providing adequate learning resources
3.8	3.9	Communications with the community
3.8	4.6	Staff commitment to the school
3.7	4.3	Program administration
3.4	4.2	Student interest and commitment to school activities
3.4	4.1	Meeting State Basic Education requirements
3.4	4.0	Meeting district curriculum requirements
3.4	3.6	Communications with the school district
3.3	4.3	Maintaining a cohesive staff who are working as a team
3.2	4.2	Communication among staff

Strengths and Weaknesses (continued)

Summit K-12 Average Rating	All Schools Average Rating	Item
3.2	3.9	Flexibility of student schedules
3.1	3.7	Class sizes
3.0	2.5	Transportation for student activities available from the district
2.6	3.1	Communication with other schools in the district
2.3	3.2	School control over staff selection
2.2	2.4	District support for the program
2.1	2.4	Adequacy of the play areas in and around the school to meet the needs of the program
1.5	2.3	Adequacy of the school building where the program is housed to meet the needs of the program

APPENDIX B

PARENT SURVEY RESULTS*

1. How did you learn about this school? (multiple responses permitted)

	(N=41) AS #1	(N=121) AES II	(N=64) AES III	(N=150) Summit K-12	(N=105) Day/Orca	(N=31) Nova
District Publications	17.1	17.4	20.4	24.0	26.7	19.4
Conferences with District Personnel	9.8	17.4	24.1	14.0	13.3	29.0
Conversations with Other Parents	61.0	64.5	42.6	40.7	55.2	22.6
Other	17.1	27.3	29.6	36.7	22.9	41.9

2. When selecting a program for your child in the Seattle Public Schools, was this program:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1st Choice	92.7	91.7	72.2	89.3	81.9	83.9
2nd Choice	7.3	6.6	16.7	8.0	15.2	12.9
3rd Choice	-	-	7.4	0.7	-	-
4th Choice	-	-	-	0.7	1.0	-
No Response	-	1.7	3.7	1.3	1.9	3.2

3. If your child's current school was not your first choice, what school or program was?

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Summit K-12	4.9	-	-	-	4.8	3.2
Day/Orca	-	1.7	-	-	-	-
AS #1	-	0.8	-	-	1.0	-
AES II	-	-	11.1	1.3	-	-
AES III	-	-	-	-	3.8	-
A Non-Alternative Seattle School	-	2.5	7.6	2.8	3.9	6.4

* Results are reported for each school by the percentage of respondents at that school. Read vertically in interpreting data for one school.

PARENT SURVEY RESULTS - Continued*

4. **Please indicate the number of school aged children you have enrolled in each of the following:**

(a) This alternative school:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	82.9	81.8	81.5	58.7	78.1	90.3
2	12.2	14.0	14.8	33.3	20.0	3.2
3	2.4	2.5	1.9	4.7	1.9	-
4	-	-	-	1.3	-	-
5	-	-	-	-	-	-
No Response	2.4	1.7	1.9	2.0	-	6.5

(b) Other alternative programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	26.8	1.7	1.9	6.0	9.5	16.1
2	2.4	-	-	0.7	-	-
3	2.4	0.8	-	-	-	3.2

(c) Regular classroom programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	7.3	11.6	13.0	6.0	10.5	19.4
2	2.4	1.7	1.9	0.7	1.0	6.5
3	-	0.8	-	0.7	-	-

(d) Educational option programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	14.0	5.6	5.3	3.8	6.5
2	-	0.8	-	-	-	-

(e) Special needs programs:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	-	3.3	3.7	3.3	1.0	6.5
2	-	-	-	0.7	-	-

(f) Private Schools:

Number of Children	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	2.4	1.7	5.6	5.3	2.9	6.5
2	-	1.7	-	0.7	-	-

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PARENT SURVEY RESULTS - Continued*

5. If you have other school age children who are not currently enrolled in an alternative school, please explain why: (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Child chose not to attend	9.8	5.0	3.7	6.0	2.9	16.1
No vacancies	4.9	3.3	3.7	4.0	1.0	6.5
Other program more appropriate	4.9	14.0	11.1	8.7	8.6	9.7
Needed Special Program	-	0.8	1.9	2.0	1.0	9.7
Other	12.2	13.2	3.7	4.7	8.6	6.5

6. If alternative schools were not available in the Seattle School District, in what school or program would you most want your child enrolled? (one response requested)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Regular Class	4.9	9.1	7.4	6.0	4.8	12.9
Option Program	29.3	48.8	48.1	44.0	48.6	29.0
Private School	53.7	35.5	27.8	34.7	38.1	38.7
Other	7.3	5.8	9.3	12.0	4.8	16.1

7. How many years have you as a parent been involved with this alternative school?

Number of Years	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
1	31.7	18.2	53.7	16.7	27.6	41.9
2	19.5	16.5	14.8	31.3	28.6	16.1
3	26.8	21.5	16.7	22.0	17.1	22.6
4	9.8	10.7	1.9	14.0	8.6	3.2
5	2.4	10.7	5.6	9.3	6.7	-
6	2.4	5.8	1.9	1.3	3.8	-
7	2.4	5.8	1.9	-	1.9	-
8	-	9.9	-	0.7	1.9	-
9	-	-	-	-	1.9	-
10	-	-	-	0.7	-	-
11	2.4	-	-	-	-	-

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PARENT SURVEY RESULTS - Continued*

8. In what ways have you as a parent been involved with this alternative school? (multiple responses permitted)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Field Trips	51.2	71.9	44.4	60.7	47.6	-
Assisted in Class	41.5	71.9	33.3	35.3	49.5	-
Extracurricular Activities	26.8	49.6	16.7	26.7	29.5	9.7
School Policy	53.7	27.3	22.2	23.3	24.8	19.4
Fund Raising	48.8	52.1	46.3	38.0	44.8	-
Parent Activity Committees	58.5	35.5	25.9	20.0	36.2	22.6
Other	9.8	15.7	11.1	15.3	21.0	19.4

9. Please rate the overall effectiveness of this alternative school in meeting students' academic (educational) needs: (single response)

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	63.4	56.2	59.3	39.3	53.3	45.2
Good	24.4	33.9	25.9	48.0	32.4	35.5
Acceptable	7.3	7.4	11.1	6.0	8.6	6.5
Fair	4.9	0.8	-	2.7	1.9	9.7
Very Poor	-	-	-	1.3	-	3.2
No Response	-	1.7	3.7	2.7	3.8	-

10. Please rate the overall effectiveness of this alternative school in meeting students' social/emotional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
Excellent	90.2	70.2	66.7	54.0	70.5	64.5
Good	7.3	25.6	22.2	32.7	21.9	19.4
Acceptable	-	3.3	11.1	10.7	3.8	6.5
Fair	2.4	-	-	1.3	1.9	3.2
Very Poor	-	-	-	0.7	1.0	3.2
No Response	-	0.8	-	0.7	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

1. What is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	43.0	55.6	32.0	44.8	51.6
(b) Extremely Important	51.2	54.5	66.7	58.7	65.7	71.0
(a) Good	39.0	47.9	35.2	50.0	45.7	22.6
(b) Important	43.9	41.3	29.6	31.3	32.4	22.6
(a) Acceptable	9.8	5.8	3.7	11.3	9.5	19.4
(b) Minimally Important	-	2.5	1.9	2.7	-	3.2
(a) Fair	-	2.5	1.9	3.3	-	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	0.8	3.7	2.7	-	3.2
(b) No Response	4.9	1.7	1.9	7.3	1.9	3.2

2. How it is taught:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	68.3	59.5	53.7	40.0	46.7	41.9
(b) Extremely Important	80.5	84.3	77.8	82.0	84.8	90.3
(a) Good	26.8	31.4	38.9	41.3	34.3	41.9
(b) Important	14.6	13.2	20.4	12.0	13.3	6.5
(a) Acceptable	4.9	5.8	1.9	11.3	13.3	9.7
(b) Minimally Important	-	0.8	-	-	-	-
(a) Fair	-	0.8	-	3.3	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	-	2.5	5.6	3.3	2.9	3.2
(b) No Response	4.9	1.7	1.9	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

3. Academic performance standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	22.0	25.6	33.3	16.7	23.8	19.4
(b) Extremely Important	19.5	31.4	35.2	33.3	36.2	48.4
(a) Good	29.3	49.6	44.4	56.0	51.4	45.2
(b) Important	24.4	57.9	51.9	51.3	53.3	38.7
(a) Acceptable	19.5	14.9	16.7	16.0	16.2	25.8
(b) Minimally Important	19.5	5.8	7.4	8.0	5.7	6.5
(a) Fair	2.4	3.3	1.9	4.0	4.8	6.5
(b) Not Important	14.6	0.8	3.7	-	1.9	3.2
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	26.8	6.6	3.7	6.0	3.8	3.2
(b) No Response	22.0	4.1	1.9	7.3	2.9	3.2

4. Intellectual stimulation:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	50.4	51.9	40.7	49.5	71.0
(b) Extremely Important	82.9	82.6	74.1	76.7	78.1	83.9
(a) Good	19.5	42.1	38.9	32.0	36.2	16.1
(b) Important	9.8	14.9	22.2	16.7	16.2	12.9
(a) Acceptable	2.4	5.0	5.6	15.3	8.6	6.5
(b) Minimally Important	2.4	-	1.9	0.7	1.9	-
(a) Fair	-	-	1.9	8.0	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.9	-
(a) No Response	2.4	2.5	1.9	3.3	1.0	3.2
(b) No Response	4.9	2.5	1.9	6.0	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

5. How time is spent:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	29.8	33.3	22.0	23.8	32.3
(b) Extremely Important	51.2	46.3	42.6	46.0	45.7	58.1
(a) Good	43.9	50.4	44.4	43.3	53.3	22.6
(b) Important	41.5	46.3	51.9	43.3	48.6	25.8
(a) Acceptable	9.8	15.7	16.7	18.0	18.1	29.0
(b) Minimally Important	2.4	3.3	1.9	4.0	2.9	12.9
(a) Fair	-	1.7	1.9	11.3	3.8	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	2.5	3.7	4.7	1.0	3.2
(b) No Response	4.9	4.1	3.7	6.7	2.9	3.2

6. Attention to individual students' instructional needs:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	52.9	46.3	36.7	49.5	54.8
(b) Extremely Important	87.8	74.4	68.5	71.3	78.1	80.6
(a) Good	17.1	30.6	35.2	36.0	28.6	25.8
(b) Important	9.8	24.8	29.6	22.0	19.0	16.1
(a) Acceptable	4.9	13.2	14.8	13.3	13.3	6.5
(b) Minimally Important	-	-	-	-	1.0	-
(a) Fair	2.4	2.5	1.9	9.3	6.7	9.7
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	-
(a) No Response	-	0.8	1.9	2.7	1.0	3.2
(b) No Response	2.4	0.8	1.9	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

7. Freedom to pursue interests and talents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	97.6	58.7	38.9	46.7	55.2	80.6
(b) Extremely Important	90.2	64.5	57.4	59.3	69.5	83.9
(a) Good	-	37.2	38.9	28.0	31.4	9.7
(b) Important	4.9	32.2	33.3	33.3	24.8	9.7
(a) Acceptable	-	3.3	18.5	14.7	6.7	-
(b) Minimally Important	2.4	1.7	5.6	2.0	2.9	-
(a) Fair	-	-	1.9	6.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	-	1.9	2.0	1.9	3.2
(b) No Response	2.4	1.7	3.7	5.3	2.9	6.5

8. Schools physical environment (facilities):

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	2.4	26.4	14.8	2.7	7.6	3.2
(b) Extremely Important	39.0	22.3	22.2	16.0	21.0	29.0
(a) Good	2.4	45.5	38.9	18.7	31.4	19.4
(b) Important	39.0	57.0	50.0	58.0	57.1	29.0
(a) Acceptable	14.6	24.0	37.0	36.0	39.0	38.7
(b) Minimally Important	19.5	17.4	24.1	18.0	20.0	32.3
(a) Fair	14.6	3.3	7.4	22.0	11.4	16.1
(b) Not Important	-	2.5	-	-	-	6.5
(a) Very Poor	63.4	-	-	16.7	6.7	19.4
(a) No Response	-	0.8	1.9	4.0	3.8	3.2
(b) No Response	2.4	0.8	3.7	8.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

9. Flexibilty within the curriculum:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	78.0	55.4	38.9	35.3	45.7	58.1
(b) Extremely Important	82.9	47.1	33.3	43.3	47.6	67.7
(a) Good	19.5	38.0	42.6	44.0	43.8	35.5
(b) Important	12.2	49.6	57.4	48.0	48.6	29.0
(a) Acceptable	-	3.3	16.7	10.7	6.7	-
(b) Minimally Important	2.4	1.7	7.4	0.7	1.9	-
(a) Fair	-	1.7	-	4.7	2.9	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	1.3	-	-
(a) No Response	2.4	1.7	1.9	4.0	1.0	3.2
(b) No Response	2.4	1.7	1.9	8.0	1.9	3.2

10. Opportunity for community experience and enrichment:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	61.0	59.5	31.5	43.3	38.1	45.2
(b) Extremely Important	70.7	41.3	29.6	44.0	35.2	41.9
(a) Good	29.3	32.2	38.9	34.7	40.0	29.0
(b) Important	26.8	47.1	55.6	40.7	53.3	41.9
(a) Acceptable	4.9	4.1	24.1	12.0	14.3	9.7
(b) Minimally Important	-	8.3	11.1	6.0	7.6	12.9
(a) Fair	-	1.7	1.9	4.0	1.9	12.9
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	4.9	-	-	1.3	-	-
(a) No Response	-	2.5	3.7	4.7	5.7	3.2
(b) No Response	2.4	3.3	3.7	9.3	3.8	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

11. Instruction in basic reading, language, and math:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	46.3	38.8	48.1	36.7	49.5	32.3
(b) Extremely Important	46.3	74.4	63.0	69.3	79.0	54.8
(a) Good	31.7	47.1	38.9	46.0	34.3	41.9
(b) Important	48.8	21.5	33.3	22.0	19.0	35.5
(a) Acceptable	12.2	9.1	11.1	8.0	9.5	12.9
(b) Minimally Important	2.4	2.5	1.9	1.3	-	6.5
(a) Fair	4.9	3.3	-	4.7	4.8	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	2.4	-	-	0.7	-	3.2
(a) No Response	2.4	1.7	1.9	4.0	1.9	3.2
(b) No Response	2.4	1.7	1.9	7.3	1.9	3.2

12. Class size:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	63.4	20.7	29.6	18.0	21.0	61.3
(b) Extremely Important	58.5	45.5	35.2	43.3	54.3	54.8
(a) Good	26.8	37.2	31.5	24.7	35.2	29.0
(b) Important	31.7	47.1	51.9	43.3	39.0	29.0
(a) Acceptable	7.3	33.1	27.8	32.7	26.7	3.2
(b) Minimally Important	7.3	5.8	9.3	6.7	4.8	6.5
(a) Fair	-	8.3	7.4	15.3	12.4	3.2
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	-	-	3.7	6.0	3.8	-
(a) No Response	2.4	0.8	-	3.3	1.0	3.2
(b) No Response	2.4	1.7	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

13. Opportunity for social/emotional development:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	58.7	44.4	42.7	63.8	48.4
(b) Extremely Important	95.1	70.2	66.7	64.0	79.0	51.6
(a) Good	12.2	31.4	37.0	34.0	27.6	38.7
(b) Important	2.4	25.6	27.8	26.0	19.0	38.7
(a) Acceptable	-	5.0	13.0	14.7	4.8	3.2
(b) Minimally Important	-	1.7	3.7	2.0	-	6.5
(a) Fair	-	1.7	5.6	4.0	1.0	6.5
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	0.7	1.0	-
(a) No Response	2.4	3.3	-	4.0	1.9	3.2
(b) No Response	2.4	2.5	1.9	8.0	1.9	3.2

14. Multi-ethnic/multi-cultural awareness:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	60.3	68.5	52.0	65.7	38.7
(b) Extremely Important	85.4	53.7	63.0	63.3	54.3	51.6
(a) Good	26.8	28.1	16.7	34.0	30.5	41.9
(b) Important	12.2	37.2	25.9	26.7	33.3	25.8
(a) Acceptable	-	7.4	11.1	5.3	3.8	9.7
(b) Minimally Important	-	5.8	7.4	2.7	9.5	16.1
(a) Fair	-	0.8	-	5.3	-	6.5
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	0.7	-	-
(a) No Response	2.4	3.3	3.7	2.7	-	3.2
(b) No Response	2.4	3.3	3.7	6.7	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

15. Student involvement in decision making:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	85.4	52.9	31.5	42.7	53.3	74.2
(b) Extremely Important	87.8	53.7	50.0	54.0	60.0	64.5
(a) Good	12.2	33.9	44.4	34.0	32.4	16.1
(b) Important	9.8	38.8	37.0	36.0	27.6	29.0
(a) Acceptable	-	9.1	16.7	12.0	11.4	-
(b) Minimally Important	-	3.3	7.4	2.7	[illegible]	3.2
(a) Fair	-	-	1.9	5.3	1.0	3.2
(b) Not Important	-	1.7	-	0.7	-	-
(a) Very Poor	-	-	-	2.0	-	-
(a) No Response	2.4	4.1	5.6	4.0	1.9	6.5
(b) No Response	2.4	2.5	5.6	6.7	2.9	3.2

16. Staff quality - doing a good job:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	75.6	72.7	66.7	45.3	59.0	48.4
(b) Extremely Important	92.7	94.2	77.8	83.3	91.4	90.3
(a) Good	19.5	23.1	25.9	36.7	32.4	35.5
(b) Important	4.9	4.1	18.5	10.7	6.7	6.5
(a) Acceptable	-	3.3	1.9	8.7	5.7	9.7
(b) Minimally Important	-	-	-	-	-	-
(a) Fair	-	0.8	-	3.3	1.0	3.2
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.9	-
(a) No Response	4.9	-	5.6	4.0	-	3.2
(b) No Response	2.4	1.7	3.7	6.0	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

17. Quality of materials - books, supplies, etc.:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	12.2	18.2	14.8	9.3	14.3	12.9
(b) Extremely Important	29.3	38.8	31.5	37.3	37.1	38.7
(a) Good	29.3	57.0	57.4	40.0	45.7	[illegible].0
(b) Important	61.0	57.9	57.4	52.0	56.2	[illegible]
(a) Acceptable	26.8	20.7	20.4	32.7	23.8	29.0
(b) Minimally Important	4.9	2.5	7.4	4.0	4.8	6.5
(a) Fair	24.4	2.5	5.6	10.7	11.4	19.4
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	4.9	-	1.9	0.7	1.9	3.2
(a) No Response	2.4	1.7	-	6.7	2.9	6.5
(b) No Response	4.9	0.8	3.7	6.7	1.9	3.2

18. How student feels about school:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	80.5	68.6	63.0	52.0	57.1	67.7
(b) Extremely Important	90.2	87.6	83.3	82.7	88.6	83.9
(a) Good	14.6	27.3	24.1	26.7	27.6	19.4
(b) Important	7.3	10.7	9.3	11.3	10.5	12.9
(a) Acceptable	2.4	1.7	9.3	12.0	10.5	-
(b) Minimally Important	-	0.8	1.9	0.7	-	-
(a) Fair	-	1.7	3.7	4.0	3.8	-
(b) Not Important	-	-	-	-	-	-
(a) Very Poor	-	-	-	2.0	1.0	6.5
(a) No Response	2.4	0.8	-	3.3	-	6.5
(b) No Response	2.4	0.8	5.6	5.3	1.0	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

19. Student behavior standards:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	41.5	24.8	38.9	22.0	32.4	29.0
(b) Extremely Important	53.7	48.8	48.1	50.7	49.5	35.5
(a) Good	43.9	52.9	44.4	43.3	44.8	54.8
(b) Important	34.1	47.1	44.4	40.0	46.7	38.7
(a) Acceptable	9.8	16.5	9.3	22.7	12.4	3.2
(b) Minimally Important	9.8	2.5	1.9	1.3	1.9	16.1
(a) Fair	-	3.3	3.7	4.0	4.8	6.5
(b) Not Important	-	-	-	-	-	6.5
(a) Very Poor	2.4	-	-	3.3	1.9	3.2
(a) No Response	2.4	2.5	3.7	4.7	3.8	3.2
(b) No Response	2.4	1.7	5.6	8.0	1.9	3.2

20. Information and orientation for parents:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	53.7	48.8	44.4	26.7	44.8	12.9
(b) Extremely Important	63.4	37.2	31.5	37.3	46.7	45.2
(a) Good	41.5	42.1	38.9	36.0	36.2	48.4
(b) Important	34.1	57.9	50.0	51.3	48.6	41.9
(a) Acceptable	2.4	5.0	13.0	20.7	14.3	19.4
(b) Minimally Important	-	4.1	13.0	3.3	1.9	6.5
(a) Fair	-	1.7	3.7	9.3	3.8	12.9
(b) Not Important	-	-	-	0.7	1.0	3.2
(a) Very Poor	-	-	-	2.7	-	3.2
(a) No Response	2.4	2.5	-	4.7	1.0	3.2
(b) No Response	2.4	0.8	5.6	7.3	1.9	3.2

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PARENT SURVEY RESULTS - Continued*

The following items are rated according to (a) what is provided and (b) its importance in providing a quality education. Rating scale for what is provided is a 5-point scale: Excellent, Good, Acceptable, Fair, and Very Poor. Importance scale is four points: Extremely Important, Important, Minimally Important, and Not Important.

21. Evaluation of student learning:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	51.2	34.7	42.6	26.7	34.3	29.0
(b) Extremely Important	43.9	49.6	38.9	49.3	54.3	51.6
(a) Good	31.7	43.8	42.6	40.0	39.0	38.7
(b) Important	29.3	42.1	50.0	36.0	40.0	35.5
(a) Acceptable	7.3	9.9	11.1	18.0	21.9	16.1
(b) Minimally Important	17.1	5.8	5.6	6.7	2.9	9.7
(a) Fair	2.4	6.6	3.7	9.3	1.9	3.2
(b) Not Important	7.3	-	-	-	1.0	-
(a) Very Poor	2.4	0.8	-	-	-	3.2
(a) No Response	4.9	4.1	-	6.0	2.9	9.7
(b) No Response	2.4	2.5	5.6	8.0	1.9	3.2

22. Encouragement of parent involvement:

	AS #1	AES II	AES III	Summit K-12	Day/Orca	Nova
(a) Excellent	70.7	73.6	57.4	45.3	59.0	22.6
(b) Extremely Important	78.0	47.1	37.0	44.0	49.5	32.3
(a) Good	26.8	20.7	29.6	33.3	28.6	45.2
(b) Important	19.5	47.1	44.4	43.3	42.9	35.5
(a) Acceptable	-	4.1	11.1	13.3	9.5	19.4
(b) Minimally Important	-	5.0	13.0	5.3	6.7	25.8
(a) Fair	-	0.8	-	3.3	1.9	6.5
(b) Not Important	-	-	-	-	-	3.2
(a) Very Poor	-	-	-	1.3	-	3.2
(a) No Response	2.4	0.8	1.9	3.3	1.0	3.2
(b) No Response	2.4	0.8	5.6	6.7	1.0	3.2

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